

Cambridge IGCSE™

FIRST LANGUAGE MALAY**0696/01**

Paper 1 Reading and Directed Writing

May/June 2025**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 **15** printed pages.

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 descriptions 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.

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.
	If the examiner considers the answer to be more incorrect than correct, then 'no 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.)

Annotation	Meaning
IR	Irrelevant
REP	Repetition
SEEN	Use to show that blank pages have been seen, and any creditworthy material has been awarded
XV	Inappropriate use of vocabulary from another language
A1	Directed writing prompt 1 from Text B
A2	Directed writing prompt 2 from Text B
A3	Directed writing prompt 3 from Text B
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

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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]	
Mark all the sub-questions for content. Enter a mark for each sub-question. You do not need to put a tick next to each point awarded if the answer clearly answers the question. If you have to weigh up whether an answer or part of an answer is worthy of the mark, use the relevant annotation explain your decision. Note: Do not penalise selective lift 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)	Any one of the following: Sebab Lolan tidak memberi penuh tumpuan terhadap kerja sekolahnya Ia membuat kerja rumah sambil bermain permainan di telefon Dia tidak habiskan kerja tetapi melayari/bermain dengan permainan dalam telefon	1	Reject: main permainan video (only) Reject: if tak habis kerja rumah (incomplete), this can be accepted if candidate adds he was playing with his phone Reject: dia tak buat kerja rumah

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Question	Answer	Marks	Guidance
1(b)	Any two of the following: Ishk... mak ni... nah! Ambillah! (bahasa kasar) Lolan meninggikan suaranya (tone) Lolan bingkas bangun menuju biliknya (must have the word 'bingkas' to show his defiance)	2	Reject: if candidate answers only "aik ? Melawan?" as this is the mother's reaction Reject: dengan segera Reject: dia melawan ibu dia/dia melawan cakap ibu dia
1(c)	Ibu Lolan mahu Lolan belajar untuk bersusah payah dahulu sebelum mengecapi kejayaan/mahu Lolan berusaha Or Ibu Lolan percaya hidup tanpa cabaran, menyebabkan Lolan tak dapat nikmat kejayaan masa depan And Pada masa yang sama dia faham mata pelajaran komputer itu susah.	2	The answer must reflect mother wanting Lolan to experience hard work to enjoy success in future and at the same time understands that the subject is difficult If no contrast: just one mark
1(d)	Any two of the following: Belajar dari rumah Tidak bersemuka dengan guru Tidak dapat menghadiri sekolah secara fizikal Tiada lagi sesi soal jawab Ibu bapa terpaksa ganti peranan guru	2	Reject: Ibu bapa menyemak kerja sekolah/hantar kerja sekolah (because that's what parents do to help their children even before the pandemic)
1(e)	One of the following: Dia menunggu Lolan meminta maaf Ibu Lolan mungkin masih marah Ibu Lolan mahu Lolan sedar dia bersikap salah Ibu pura-pura/berlagak tidak peduli (must have pura-pura/sengaja/berlagak)	1	Reject: Ibu sedang masak Mak dia tak perasan Mak dia sedang mengajar

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Question	Answer	Marks	Guidance
1(f)	Any two of the following: Dia anak sulung/tua (accept: dia paling tua/anak paling tua) Lolan akan memikul tanggungjawab menjaga adik-adik sekiranya ibu bapa yang mati dahulu Lolan diharapkan menjadi contoh buat adik-adiknya	2	Answer must have “sekira ibu bapa yang mati dahulu. Reject: dia paling besar Reject: sebab Lolan anak besar (as this is reference to size rather than age)
1(g)	Any two of the following: Dia memberitahu Lolan, lolan mesti ikut nasihat Ibu menasihati agar lebih bertanggungjawab dan berdisiplin Dia menasihati Lolan (sebagai anak jantan/lelaki/sulung) supaya jangan (cepat) menangis Mesti belajar dengar nasihat/berdikari– sebab ibu tidak akan hidup selama-lamanya	2	Reject: simple lifting of quotes without further explanation
1(h)	Masa dahulu tiada pengaruh gajet (tepapi sekarang ada gajet) Ibu Lolan lebih berdisiplin kerana dia tinggal di asrama pada masa remajanya/banyak peraturan	2	When candidate refers to life in the hostel, must have reference to living life with peraturan
1(i)	Any two of the following: Mengajar anak sendiri tak sama mengajar anak orang lain (cepat juga marah menyirap ke urat sarafku.) Mengajar anak satu hal. Memahamkan mereka apa yang diajarkan satu hal lagi Pasal subjek komputer tu, nanti mak ajar Lolan cara belajarnya	2	Allow lifting of quotes Reject: sempat juga aku mengajar anak-anak di rumah Reject: mak sudah hantar markah kuiz Naim

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Question	Answer	Marks	Guidance
1(j)(i)	Any one of the following: Menahan daripada menangis/air mata mengalir Cuba untuk tidak menangis/menahan diri daripada menangis Hampir menangis	1	Reject: dia menangis Keyword is menahan Reject: menahan air mata
1(j)(ii)	Any one of the following: Dia mempunyai harapan (terhadap Lolan)/bersemangat Dia bersedia untuk menghadapi cabaran Dia yakin/percaya Lolan akan berjaya	1	Answer must reflect hope/positive feelings/confidence
1(j)(iii)	Any one of the following: Tidak ada apa yang boleh menyekat/mengawal penyebaran atau pengaliran maklumat/pengaruh atau apa-apa saja Dunia digital	1	Answer must reflect a world full of possibilities – good or bad, with no control over it Key element: kita tak dapat kawal /tak dapat disekat apa yang dibuat/berlaku/disebarkan dalam dunia internet Accept: dunia tanpa Batasan plus explanation
1(j)(iv)	Any one of the following: Berasa lega/puas hati/rasa senang hati (feeling of relief) Lebih tenang (with explanation that the son has done his homework)	1	
1(j)(v)	Any one of the following: Berdiam diri sebab rasa takut/bersalah Tidak berkata apa-apa sebab takut/bersalah	1	Answer must show silence and explain menikus (feeling of guilt and fear)
1(j)(vi)	Any one of the following: Sudah menunjukkan tanda-tanda akan menangis Matanya bergenang (dengan air mata) Hampir menangis/menunjukkan tanda-tanda akan menangis	1	Reject: dia mula menangis Reject: any references that he is already crying

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Question	Answer	Marks	Guidance
1(j)(vii)	Any one of the following: Merenung lama dan melihat lama-lama Pandang lama-lama	1	Must have elements of looking for a long time
1(j)(viii)	Any one of the following: Tidak ada kata-kata tetapi mereka memahami satu sama lain Mereka tak perlu bercakap, cukup dengan pandangan mata mereka faham tanpa bercakap/berkata apa-apa Mereka memahami dengan pandangan mata (satu sama lain)	1	Accept if candidate refers to penulis – as penulis here is Lolan's mother
1(j)(ix)	Menunjukkan rasa kecewa	1	Reject marah Reject: any answer that contradicts feelings of despair

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

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.

Note for examiners

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

Refer to annotations table.

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Question	Answer	Marks	Guidance
2	A1/R1: Faedah-faedah teknologi kecerdasan • Membantu memahami subjek dan menyiapkan tugas atau projek dengan lebih berkesan dan menjimatkan masa. Para pelajar juga dapat merancang masa dan belajar mengikut kadar kefahaman mereka sendiri. • AI berupaya mempersembahkan maklumat dan data dengan lebih jelas serta boleh dipercayai. • Ia juga boleh mengenal pasti tahap pemahaman pelajar dan melaksanakan intervensi dalam proses pengajaran dan pembelajaran mereka. • Justeru itu, AI dapat meningkatkan keberkesanan komunikasi antara pelajar dengan pensyarah kerana pelajar tidak perlu menunggu lama untuk mendapatkan penjelasan dan menambah baik kefahaman mereka. • AI yang mampu menterjemahkan hampir 200 bahasa di seluruh dunia. AI boleh menukar teks kepada suara atau sebaliknya. • Pelajar boleh menggunakan AI untuk menghasilkan video berkualiti dengan lebih berkesan. • Mereka akan menjadi lebih matang dan berdikari dalam menguruskan proses pembelajaran mereka sebelum terjun ke alam pekerjaan sebenar. • Ia boleh diakses secara percuma, selain mampu menambah baik kualiti penulisan dan memberi ruang untuk menterjemahkan lebih banyak idea dalam bentuk penulisan.	25	

Question	Answer	Marks	Guidance
2	A2/R2: Kesan-kesan AI kalau tidak diguna secara berhemah - Menyebabkan manusia semakin malas berfikir dan berminda bergantung kepada mesin. - Kegusaran dalam menilai tugas pelajar khususnya dari aspek keaslian. Walaupun maklumat terkini menyatakan ChatGPT menyediakan perisian untuk mengenal pasti masalah plagiarisme, ahli akademik perlu mempunyai kemahiran dalam menilai prestasi pelajar. - Ada kemungkinan skor penilaian yang diberikan tidak menggambarkan pengetahuan sebenar pelajar. - Amalan pengendalian peperiksaan, pelaksanaan penyediaan laporan, mahupun tesis mengikut cara lama sudah tidak boleh lagi digunakan sepenuhnya. - Pengesahan idea pelajar secara lisan dapat memberikan gambaran prestasi sebenar pelajar. - Amalan pengendalian peperiksaan, pelaksanaan penyediaan laporan, mahupun tesis mengikut cara lama sudah tidak boleh lagi digunakan sepenuhnya. - Penyelesaian masalah mungkin adalah jawapan yang dihasilkan ChatGPT, bukannya dari pemikiran manusia. - Pembacaan bahan rujukan juga akan menjadi lebih terhad dan tanpa disiplin dengan segala-galanya bertunjangkan AI.		
	A3/R3 Cara untuk menggunakannya dengan betul. - Kepesatan teknologi AI ini menuntut kebijaksanaan manusia dan agensi berkaitan untuk mengawal, memantau dan mengawasi penggunaannya. - Gunakanlah secara berhikmah sebagai manusia yang masih mempunyai akal fikiran. Elakkan terlalu obses sehingga hilang tujuan sebenar mencari ilmu.		

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.

Then, award a mark for Writing out of 10, using **Table B**

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.