

Cambridge IGCSE™

FIRST LANGUAGE MALAY**0696/01**

Paper 1 Reading and Directed Writing

May/June 2024

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.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 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.

| 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 |
| / | to show the end of a word count |
| highlight | |
| REP | Repetition |
| A1 | Bullet point 1 (Q2) |
| A2 | Bullet point 2 (Q2) |
| DEV | Developed (Q2) |
| DET | Detail (Q2) |
| XL | not Malay language |

| Question | Answer | Marks | Guidance |
|--|---|----------|---|
| Section 1 AO1 Reading R1 demonstrate understanding of explicit meaning } [16 marks] R2 demonstrate understanding of implicit meaning and attitude } R4 demonstrate understanding of how writers achieve effects and influence readers [9 marks] | | | |
| 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. | | | |
| | | | This is the 'reject' column |
| 1(a) | Any ONE of: kerjaya itu amat serasi dengan jiwanya. or suasana di tempat kerja yang selesa dan aman | 1 | |
| 1(b) | (i) Nora Farlina boleh menumpu masa kepada anak-anak dan keluarga (ii) Dia (suaminya) mampu (menyara anak-anak dan isterinya) | 2 | Reject: harga sedetik masa utk keluarga ...(on its own) |
| 1(c) | (i) Dia terpujuk/ kagum/ tersentuh/ terpukul/ percaya/ terpengaruh/ dia tahu suaminya ikhlas (ii) Dia tahu dia masih perlu berdikari/ perlu perkerjaannya sendiri/ masih perlu menyara dirinya sendiri (sementara masih ada kasih sayang suaminya) | 2 | Make sure that (i) and (ii) are conflicting |
| 1(d) | Main element is faktor utama Keluarganya (termasuk mention of anak) | 1 | Reject: financial independence |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 1(e) | <p>There must be TWO elements in comparison in each answer for it to be taken as one answer.</p> <p>(i) di sekolah tidak ada masa untuk bersembang-sembang, bertegur sapa atau sekurang-kurangnya berbalas-balas senyuman/ di pejabat ada masa untuk membuat minuman/ kopi/ bersarapan/ boleh bersantai. (these are the two different atmospheres at school AND at the office)</p> <p>(ii) di sekolah bisung manakala di pejabat tenang</p> | 2 | <p>Reject: bekerja di sekolah sebagai guru waktu pendek tetapi mesti bawa kerja untuk periksa buku di rumah – pekerja pejabat pulang rumah tidak perlu fikir mengenai kerja lagi</p> <p>di sekolah tak boleh curi tulang, guru datang, guru lain mesti ganti</p> <p>The above is not an atmosphere</p> |
| 1(f) | <p>Gugup/ gementar Can accept takut/ gelisah/ risau/ bimbang</p> | 1 | Reject: senang hati/ panik |
| 1(g) | <p>Any TWO of:</p> <p>pelajar menyampuk dan berkata : “tak datang terus lagi baik”</p> <p>pelajar berkata : “Ah! Tak lamalah tu, dua bulan. Jangan bimbang...”</p> <p>para pelajar menyanyi semasa NF sedang bercakap/tidak mahu mengaku salah</p> <p>-mereka menjawab balik kata-kata NF -mereka memintas kata-kata NF</p> | 2 | |
| 1(h) | <p>Any TWO of:</p> <p>Mencerlungkan matanya (glare)</p> <p>Menarik kerusinya dengan kasar dan menghempaskan punggungnya (dengan kasar)</p> <p>Meninggikan suaranya/menyaringkan suaranya</p> <p>Memanggungkan kepalanya sambil pandangannya singgah kepada setiap wajah pelajar</p> <p>Menyapa mereka satu persatu dengan pandangan amaran</p> | 2 | <p>NOTE: ‘menarik kerusi dengan kasar dan menghempaskan punggungnya’ should be in the same line to be taken as one answer</p> <p>If one part is in the other line – it should not be considered as another answer</p> |

| Question | Answer | Marks | Guidance |
|------------|---|-------|--|
| 1(i) | <p>Any THREE of</p> <p>Azhar meminta maaf bagi pihak kawan-kawannya/sedar akan kesalahan kelasnya</p> <p>Azhar memujuk NF supaya jangan ambil hati</p> <p>Nora Farlina sudahpun membuat keputusan untuk mengaku kalah/berhenti kerja dan pulang ke pekerjaan lamanya</p> <p>Menangis air mata gembira – tidak sangka dapat memperbaiki hubungan ini (antara dia dengan para pelajar)</p> <p>Peristiwa ini memberikannya harapan baharu untuk terus menjadi guru</p> | 3 | Reject: sedar sahaja |
| 1(j)(i) | tidak bersungguh-sungguh/ berat hati/ tidak sanggup/ tidak mahu/ susah untuk buat keputusan | 1 | |
| 1(j)(ii) | sesuatu yang tidak akan berhasil/ tidak akan menjadi nyata | 1 | |
| 1(j)(iii) | menarik minatnya/ membuat dia terpengaruh/ membuat dia suka/ membuatkan dia tertarik | 1 | |
| 1(j)(iv) | tidak mudah senyum – tidak mesra/ muka garang/ tidak ceria/ serius | 1 | |
| 1(j)(v) | kerusi lama yang mungkin rosak/ lama dan buruk | 1 | Reject: rosak on its own |
| 1(j)(vi) | mengganggu lamunannya/ dia teringat kembali | 1 | Reject: anything that implies an ongoing thought such as: selalu memikirkan... |
| 1(j)(vii) | bercakap sendiri tidak henti-henti/ monolog/ tidak berhenti berfikir hati yang tidak tenteram/ gelisah/ tak senang | 1 | |
| 1(j)(viii) | tidak boleh malas/ tidak boleh membuat kerja dengan mudah/ tidak sempurna/ mengelat/ sambil lewa | 1 | |
| 1(j)(ix) | hampir menangis/ akan menangis/ menangis | 1 | Reject: banyak air mata |

| Question | Answer | Marks | Guidance |
|---|--------|-------|----------|
| <p>Section 2 Candidates will be assessed on their ability to:</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Indicative content</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>Notes 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.</p> <p>Annotate A1 for references to types of online scams Annotate A2 for references to advice on steps on how to avoid problems Annotate DEV and DET to show where the candidate has provided detail or development of the point.</p> | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 2 | <p>A1: Jenis-jenis penipuan dalam talian</p> <ul style="list-style-type: none"> • media sosial • iklan penipuan/ palsu • menipu/ memperdayakan wanita tua/ menakutkan mereka • mangsa – biasanya kaya, berusia • penyamaran sbg pihak berkuasa – polis/ bank dsb • bermula dengan panggilan telefon • menimbulkan rasa takut/ panik/ mengugut akan akibatnya • mangsa biasanya ingin merahsiakan/ takut malu • menerusi transaksi dalam talian | 25 | |
| | <p>A2: Nasihat tentang langkah-langkah yang boleh diambil untuk mengatasi masalah ini.</p> <ul style="list-style-type: none"> • ingat bahawa polis tidak akan sesekali meminta sesiapa untuk mendedahkan maklumat perbankan mereka atau menjalankan transaksi kewangan melalui telefon. • mereka akan hanya memanggil seseorang ke balai polis untuk memudahkan siasatan. • berhati-hati dan berjaga-jaga • rujuk kepada pihak berkuasa yang sewajarnya. • jangan berkongsi maklumat berhubung dengan nombor TAC yang masuk ke dalam telefon bimbit/ atau maklumat peribadi • jangan mudah terperdaya atau termakan pujuk rayu orang lain. • merakam perbualan tersebut dan ia juga boleh digunakan sebagai bukti atau rujukan kepada pihak berkuasa. • Sebarkan berita tentang jenayah di media sosial/ditularkan – wara-wara | | |

| Question | Answer | Marks | Guidance |
|---|--------------|---|----------|
| <p>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.</p> <p>Use the following table to give a mark out of 15 for Reading.</p> | | | |
| Band 5 | 13–15 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • No creditable content. | |

| Question | Answer | Marks | Guidance |
|--|-------------|---|----------|
| Then, award a mark for Writing out of 10, Using Table B | | | |
| Band 5 | 9–10 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • No creditable content. | |