



Cambridge IGCSE™

FIRST LANGUAGE MALAY

0696/01

Paper 1 Reading and Directed Writing

May/June 2022

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 **11** 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	no benefit of the doubt
HA	harmless addition
IR	irrelevant
INVL	invalidates
highlight	
REP	repetition

Question	Answer	Marks	Guidance
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 R4 demonstrate understanding of how writers achieve effects and influence readers			} [16 marks] [9 marks]
1(a)	One from: – dia sedar dia tidak tahu tentang negaranya sendiri – tidak pernah melawat Sabah/Tenom dan masih perlu melawat atau mengetahui mengenai negeri ini/negara sendiri – dia tidak tahu mengenai kopi tenom walaupun ia produk malaysia	1	Reject: this is the first time she is visiting sabah Reject: salah imbuhan such as idariah tidak diketahui
1(b)(i)	untuk menjadi guru	1	Reject: if the candidate only says “seorang guru” or “guru”
1(b)(ii)	One from: – disebabkan oleh pendapat orang lain/keengganan bapanya untuk membenarkan dia pergi jauh – bapanya mahu dia bekerja di bandar/risau dia dihantar ke tempat jauh	1	Benefit of Doubt: if candidate says “mother”
1(c)	– dia sering bertanya /dia ingin tahu tentang perjalanan ke Tenom, masa perjalanan, keadaan dalam perjalanan untuk menyediakan dirinya – dia pergi lebih awal ke tempat yang baharu/yang dia belum biasa pergi supaya tidak terburu-buru	2	
1(d)	Two from: – jalan yang sukar/teruk/berkelok-kelok – bukit tinggi/naik bukit turun bukit – jalannya kurang baik/tidak rata (can accept tiga jam kalau dikaitkan dengan ‘terlalu lama/terlalu jauh’)	2	Reject: sejuk on its own – Ambil tiga jam

Question	Answer	Marks	Guidance
1(e)	<ul style="list-style-type: none"> – dia kurang pasti yang Idariah akan suka kopi itu/dia mencurigai reaksi idariah/terkejut – tetapi Idariah suka kopi itu <p>(Any indication that Idariah likes the coffee)</p>	2	
1(f)	<p>Two from:</p> <ul style="list-style-type: none"> – rentak hidup di kawasan pedalaman yang tidak sibuk/tenang/orang tidak terkejar-kejar – walaupun tidak banyak pembangunan, sawah padi masih menghijau dan mendamaikan – penghargaan kpd guru yang berilmu 	2	
1(g)	tepukan gemuruh para pelajar yang menyambutnya	1	
1(h)	<p>Two from:</p> <ul style="list-style-type: none"> – para pelajar masih tekun mendengar ceramah /tidak mengganggu/bergerak including element of hormat – mereka bertanya soalan bertubi-tubi 	2	
1(i)	<ul style="list-style-type: none"> – menggunakan bahasa daerah mereka (dalam penulisan) – Menggunakan sejarah mereka (dalam penulisan) <p>(accept reference to tempat mereka)</p>	2	
1(j)(i)	<p>One from:</p> <ul style="list-style-type: none"> – angkuh/lebih tahu daripada dia (Idariah) – mereka fikir Idariah naif – biadab/kurang ajar – memandang rendah terhadap idariah – cuba mengurangkan keyakinan – cuba menakut-nakutkan idariah – cuba menghalang impian – tidak berharap/menyangka Idariah akan mencapai impiannya 	1	

Question	Answer	Marks	Guidance
1(j)(ii)	Two from: <ul style="list-style-type: none"> – perasaan menunjukkan cita-cita yang tidak tercapai – perasaan tidak selesa disebabkan kekecewaan itu – hasratnya yang terus terpendam 	2	key concept - frustration to realise the ambition that it gives physical discomfort.
1(j)(iii)	<ul style="list-style-type: none"> – Tenom hanya dikenali kerana kopinya – Idariah tahu ada kelebihan lain pada Tenom selain daripada kopi 	2	
1(j)(iv)	<ul style="list-style-type: none"> – perjalanan yang sukar – pemandangan yang indah menjadikan perjalanan itu menarik 	2	Answer must show that the beautiful scenery compensated for the challenging drive to Tenom
1(j)(v)	One from: <ul style="list-style-type: none"> – menunjukkan sikap ingin tahu para pelajar yang tidak henti-henti bertanyakan soalan/banyak soalan – banyak soalan yang ditanya oleh para pelajar – menunjukkan pelajar ingin/mahu belajar 	1	
1(j)(vi)	One from: <ul style="list-style-type: none"> – sebab ia menghidupkan kawasan itu/ Tanpa dialek itu, kawasan atau rantau itu membosankan – warna itu unik/istimewa bg sesuatu daerah 	1	key concept sensory metaphor

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

Question	Answer	Mark	Guidance
2	<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>Sebab berita palsu semakin berleluasa sekarang ini:</p> <ul style="list-style-type: none"> – Sekarang ini kita hidup di dunia di mana maklumat datang dalam pelbagai corak dan bentuk; daripada imej digital sehinggalah kepada multimedia, blog dan 'wiki'. – media sosial memudahkan individu serta organisasi untuk menyebarkan semua jenis kandungan digital. – Kita semua boleh menjadi jurugambar atau pencerita menggunakan alat dalam talian untuk menghasilkan bahan-bahan yang diolah dengan baik. – teknologi memudahkan apa yang sebelumnya memerlukan perbelanjaan besar; sebagai contoh, akses kepada mesin cetak, studio atau pemancar siaran. Kemunculan media digital meledakkan fenomena ini dan lahirlah "berita palsu". – pembaca senang terpengaruh dengan mesej yang kelihatan jelas dan tidak rumit. – tidak ramai orang mempunyai masa atau tenaga untuk memikirkan secara mendalam – tetapi kini berita dilaporkan dengan pantas dan ianya juga cepat dilupakan. Yang lebih diutamakan ialah bagaimana untuk menjana pendapatan menerusi pengiklanan dalam talian. Lagipun, kisah sensasi menghasilkan lebih banyak klik daripada berita yang membosankan dan benar. – risikan mendalam memakan belanja yang besar yang tidak dapat ditanggung oleh kebanyakan syarikat penerbitan. 	25	

Question	Answer	Mark	Guidance
	<p>Langkah-langkah yang boleh diambil untuk mengatasi masalah ini:</p> <ul style="list-style-type: none"> – Pertama sekali, belajar untuk melihat setiap sumber maklumat dan persoalkan kesahihannya. – Sentiasa menguasai perasaan anda ketika membaca sesuatu bahan berita. Bacalah dengan minda dan bukan dengan emosi; gunakanlah kemahiran berfikir anda. – Bacalah rencana-rencana yang bertentangan dengan pendapat anda supaya anda boleh mencabar tanggapan anda sendiri. – Ingatlah, walaupun anda bersetuju dengan sesuatu pendapat yang dikongsi dengan meluas di media sosial, ia tidak semestinya benar. Bertanya dan mencari maklumat tambahan tidak memerlukan banyak masa. – Sentiasalah teliti cara sesuatu yang anda perolehi dalam talian diolah atau dipersembahkan. – Pengguna yang bertanggungjawab tidak akan dengan semudahnya membuat hantaran sembarangan, pendapat yang tidak berasaskan kebenaran. – Bersikap adil dan tepat dalam apa yang mereka kata dan kongsi. – Sekolah-sekolah perlu menyedarkan para pelajar akan isu-isu ini pada peringkat awal lagi supaya mereka lebih bertanggungjawab dalam penggunaan teknologi. – Beberapa perkhidmatan dalam talian kini melawan balik dengan mengukur kesahihan laman web berita menggunakan ikon hijau untuk menunjukkan laman web yang mengikut piawai ketepatan dan ikon merah untuk yang tidak. – Menekankan prinsip-prinsip Rukun Negara untuk mendidik rakyat Malaysia bagi meningkatkan kesedaran tentang berita palsu. Masyarakat juga harus menambah pemahaman tentang alat yang boleh digunakan untuk menangani permasalahan ini dengan lebih bijak. 		

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"> The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfills 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.

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"> • 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.