



# Cambridge IGCSE™

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FIRST LANGUAGE MALAY

0696/01

Paper 1 Reading and Directed Writing

May/June 2021

MARK SCHEME

Maximum Mark: 50

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**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 **13** 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.

<b>Annotation</b>	<b>Meaning</b>
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

**Section 1**

Candidates will be assessed on the following assessment objectives:

**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]

Question	Answer	Marks	Guidance
1(a)	<p>ONE of:</p> <ul style="list-style-type: none"> <li>• untuk mendapatkan/makan pisang</li> <li>• ia (burung itu) biasa diberi makan oleh bapa penulis</li> <li>• bapa selalu memberinya makan</li> <li>• burung itu lapar</li> <li>• bapa letak pisang ranum di tepi tingkap</li> </ul>	<b>1</b>	
1(b)	<p>Key ideas: easy access <b>and</b> appetising</p> <ul style="list-style-type: none"> <li>• sebab ada banyak tanaman (yang boleh dimakan) berhampiran dengan rumah (1) AND</li> <li>• dan kerana ia menimbulkan selera untuk makan (1)</li> <li>• jika hendak menumbuk sambal, petik saja cabai burung di tepi jendela (1) AND</li> <li>• beras ditanak dengan pandan supaya lebih selera (1)</li> </ul>	<b>2</b>	<p><b>Reject</b> direct lifting that does not target the answer</p> <p>For menyelerakan – accept reference to sedap.</p> <p>Other ways of effectively expressing the two concepts can accepted.</p>

Question	Answer	Marks	Guidance
1(c)	<p>Key idea: the eagerness of the grandchildren to speak to/video call the grandfather</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>• mereka memperingati ibu mereka tentang janji untuk menelefon-video datuk mereka</li> <li>• betapa cepatnya mereka menelefon datuk mereka</li> <li>• cara mereka menjerit semasa datuk tiba</li> <li>• nida (ibu) memberitahu bapanya, “cucu-cucu abah sudah tidak sabar”</li> <li>• satu bukti mereka rapat dengan Datuk mereka: “Mama janji nak <i>video call</i> dengan tok wan, kan? Jomlah, mama!”</li> <li>• Hud dan Hadif menyambung sembang dengan datuk mereka</li> </ul>	1	
1(d)	<p>Key idea: the poor condition of the plants/garden since mother died <b>and</b> the plants also felt the loss of mother.</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>• sejak isterinya meninggal dunia/tanpa isterinya, dia tidak lagi mahu menjaga tanaman</li> <li>• dia mula tidak menjaga pokok or sejak ibu penulis pergi, tanaman kelihatan meliar (tak terkawal)</li> <li>• rujukan kepada ibu yang dulu menjaga tanaman</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• tanaman-tanaman ini juga nampaknya meratapi/merasai kesedihan dengan ketiadaannya (1)</li> </ul>	2	<p>Accept any description of plants dying or looking neglected, such as:</p> <p>pokok-pokok yang tumbuh sudah agak meliar / jambu batu sudah tinggal ranting / pokok betik tinggal tunggulnya sahaja / pokok gajus menguning daunnya / pandan tumbuh merimbun tidak terkawal</p> <p><b>Reject:</b> tumbuhan banyak termenung, banyak bersedih di beranda hadapan rumah</p> <p><i>(because it is the father who is pensive and looking sad sitting on the verandah, not the plants)</i></p>

Question	Answer	Marks	Guidance
1(e)	<p>Key ideas (either pair accepted): sad/worried <b>because</b> he has aged / the plants growing wild and being neglected, <b>or</b> she could see him <b>therefore</b> she felt she wasn't missing him as much as before</p> <p>The candidate should answer with an emotion and a reason:</p> <ul style="list-style-type: none"> <li>• bimbang/khawatir/sedih mengenai nya (1)</li> <li>• sebab dia boleh nampak bapanya semakin tua/ambil keputusan mahu menjaganya (1) / sebab dapat melihat bapanya tidak lagi menjaga tanaman/masih terkenang arwah ibunya (1)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• bersyukur dapat melihat bapanya (1)</li> <li>• rindunya berkurangan (membusung tinggi) (1)</li> </ul>	2	<b>Reject</b> dapat berhubung dengan pantas
1(f)	<p>Key idea: the herbs/plants in the garden <b>or</b> visiting his wife's grave</p> <ul style="list-style-type: none"> <li>• Tanaman/pokok ulam dari tamannya (1)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Isterinya/ibu penulis tertunggu-tunggu dia datang ke kubur (1)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Dia akan rindu menziarah kubur isterinya (1)</li> </ul>	1	

Question	Answer	Marks	Guidance
1(g)	<p>Key idea: sad/despair, <b>because</b> plastic grass is not the same as her father's garden</p> <ul style="list-style-type: none"> <li>menyesal/sedih/pilu/rindu (1)</li> </ul> <p>AND ONE of:</p> <ul style="list-style-type: none"> <li>sebab tamannya taman rekaan/steril/tidak seperti di kampung halamannya (1)</li> <li>mengingatkannya akan desa/kampungnya/bapanya (1)</li> <li>dia mahu menanam tanaman (1)</li> <li>sebab lamannya (plastic) tidak ada tanaman seperti tanaman di desa (jadi bapanya tidak mahu tinggal dengannya) (1)</li> </ul>	2	<p><b>Reject</b> mengeluh panjang</p> <p><b>Accept:</b> positive/hopeful, because it gave her ideas to change her garden</p>
1(h)	<p>Key idea: to change/renovate the garden</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>mencari kedai landskap berhampiran (1)</li> <li>berkebun/membeli tanaman/perkakas untuk berkebun/buat vertical garden (1)</li> </ul>	1	<p><b>Reject</b> meluru ke meja komputer/memasang komputer</p> <p><b>Reject</b> idea of online business because the idea of online business only comes after the earlier inspiration</p> <p><b>Accept</b> the idea of replacing the plastic grass with real plants/herbs (to entice her father to live with her)</p>
1(i)	<p>Key idea: it <b>started with</b> neighbours asking to buy her herbs from her vertical garden, and <b>developed into</b> running workshops/selling online</p> <ul style="list-style-type: none"> <li>jiran-jiran/kawan-kawannya membeli benih/pokok (1)</li> </ul> <p>AND ONE of</p> <ul style="list-style-type: none"> <li>berita cepat tersebar (1)</li> <li>kemudian dia mula menjual dalam/atas talian (1)</li> <li>bengkel kerja (1)</li> </ul>	2	<p><b>Reject:</b> starts online (If the second part of the answer is correct, this can still be awarded 1 mark)</p> <p>Must include the start and the next step of the business</p>

Question	Answer	Marks	Guidance
1(j)	TWO of: <ul style="list-style-type: none"> <li>• dia terawal seminggu/dia datang lebih awal (1)</li> <li>• dia akan menolong bisnisnya/buat video (1)</li> <li>• dia akan tinggal bersama mereka (1)</li> <li>• dia sudah bersedia untuk memulakan hidup baharu bersama-sama anak cucunya (1)</li> </ul>	2	
1(k)(i)	ONE of: <ul style="list-style-type: none"> <li>• menunjukkan keangkuhan /bangga (1)</li> <li>• menayang (1)</li> <li>• menunjuk-nunjuk (1)</li> <li>• tahu ia diperhatikan (1)</li> </ul>	1	<b>Accept:</b> any reference to the bird showing off, boastful, arrogant, brave; knows that it is being watched
1(k)(ii)	Key idea: she was missing her village/father so much <b>or</b> her thoughts drifted far back to the father's home  ONE of: <ul style="list-style-type: none"> <li>• kenangan membawanya balik ke desanya (1)</li> <li>• rindu akan desa/bapa/kampung halamannya (1)</li> </ul>	1	
1(k)(iii)	Key idea: father is neglecting himself, <b>because</b> the moustache is out of control/taking over his (ageing) face  <ul style="list-style-type: none"> <li>• misainya penuh terbiar di mukanya/tidak terjaga/keadaannya yang sudah tidak terurus (1)</li> </ul>	1	
1(k)(iv)	Key idea: lots of memories <b>which are</b> refreshed by heavy rain  <ul style="list-style-type: none"> <li>• perasaannya penuh dengan kenangan/memori (1)</li> </ul> AND ONE of: <ul style="list-style-type: none"> <li>• basah musim tengkujuh – menyegarkan kenangan lama (1)</li> <li>• air mata menyegarkan kenangan (1)</li> </ul>	2	



Question	Answer	Marks	Guidance
1(k)(v)	Key idea: he is emotional (when the conversation turns to his late wife)  ONE of: <ul style="list-style-type: none"> <li>menahan emosi (tidak boleh bercakap) (1)</li> <li>sedih (1)</li> </ul>	1	<b>Reject</b> tidak sihat
1(k)(vi)	Key idea: busy  ONE of: <ul style="list-style-type: none"> <li>sibuk/terlalu banyak yang harus dibuat atau ditangani (1)</li> <li>tidak ada bantuan/pertolongan /perlu pertolongan (1)</li> </ul>	1	
1(k)(vii)	Key idea: father willing to accept the passing of his wife <b>and therefore</b> spend time and create new memories with daughter and grandchildren  <ul style="list-style-type: none"> <li>redho dengan pemergian isterinya (1)</li> </ul> AND <ul style="list-style-type: none"> <li>bersedia memulakan kehidupan baharu dengan anak cucunya (1)</li> </ul>	2	

**Section 2**

Candidates will be assessed on the following assessment objectives:

**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. } [15 marks]

**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. } [10 marks]

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. 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>Bahaya dan ancaman plastik kepada alam sekitar, manusia dan haiwan</b></p> <ul style="list-style-type: none"> <li>• plastik sebagai pembunuh senyap</li> <li>• mengandungi bahan-bahan toksik seperti pewarna</li> <li>• bahan-bahan kimia masuk ke dalam air dan tanah, dan kemudian dalam tubuh manusia dan haiwan</li> <li>• bahan kimia tersimpan dalam lemak badan</li> <li>• boleh menyebabkan kegemukan/obesiti</li> <li>• boleh menyebabkan keadaan luar biasa/kecacatan pada janin</li> <li>• boleh menyebabkan kelewatan akil baligh</li> <li>• boleh menyebabkan kanser</li> <li>• kes-kes kanser semakin banyak disebabkan peningkatan penggunaan plastik</li> <li>• menyebabkan pulau sampah</li> <li>• boleh mencemar bekalan makanan</li> <li>• boleh mewujudkan timbunan sampah yang tidak akan reput selama 500 tahun</li> <li>• boleh menjejaskanimbangan system eko</li> </ul> <p><b>Apa yang boleh kita buat untuk mengurangkan penggunaan bahan plastik dalam kehidupan harian kita</b></p> <ul style="list-style-type: none"> <li>• pihak berkuasa perlu mengambil tindakan</li> <li>• perlu memberi pendidikan dan meningkatkan kesedaran di kalangan orang ramai</li> <li>• kerajaan boleh membuat undang-undang</li> <li>• boleh mengharamkan pembungkusan yang mencemarkan</li> <li>• sesebuah negeri boleh mempengaruhi negeri lain untuk bertindak</li> <li>• industri boleh menumpu kepada usaha untuk mengeluarkan produk-produk yang boleh reput</li> <li>• orang ramai digesa menggunakan bahan-bahan asli</li> </ul>	25

**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 fulfills 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 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 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 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>