

Cambridge IGCSE™

FIRST LANGUAGE MALAY**0696/02**

Paper 2 Composition

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.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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 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.














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
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant
	Contradiction
	Relevant detail
	Development of point or idea
	Evaluation
	Repetition
	Use to show that blank pages have been seen and any creditworthy material has been awarded
	Inappropriate use of vocabulary from another language
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

Candidates will be awarded marks in two categories for each of the two compositions they write:

- the first mark is out of 12 for Style and Accuracy: see Table A
- the second mark is out of 13 for Content and Structure: see Table B1, B2, B3 or B4 (depending on the type of composition: Argumentative, Discursive, Descriptive or Narrative).

Each composition is worth 25 marks.

Candidates will be assessed on the following assessment objectives:

AO2 Writing

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.

TABLE A – Style and Accuracy

Level 6	11–12	Fluent and easy to understand The candidate: <ul style="list-style-type: none"> • uses a variety of well-constructed sentences, including complex sentences where appropriate, to achieve deliberate effects • uses extensive vocabulary which is well-chosen, precise and at times ambitious. Is able to use sophisticated expressions, for example, appropriate use of idioms • writes in a consistent, appropriate register throughout • is consistently secure in the use of spelling, punctuation and grammar, even in more complex sentences or passages.
Level 5	9–10	Fluent and comprehensible The candidate: <ul style="list-style-type: none"> • uses a variety of sentence structures correctly, including complex ones • uses vocabulary and expressions which are varied and often effective, and sometimes ambitious • almost always writes in a consistent and appropriate register • is nearly always accurate in the use of spelling, punctuation and grammar.
Level 4	7–8	Mostly fluent with occasional minor lapses in clarity The candidate: <ul style="list-style-type: none"> • uses most sentence structures correctly, sometimes attempting complex ones with success • uses appropriate and accurate vocabulary; choice of vocabulary communicates precise meaning only occasionally • is not always consistent in the use of register although this does not detract from the message • uses simple grammatical forms correctly. Sentence separation is mostly correct. Occasional spelling mistakes – but no error of any sort impedes communication.
Level 3	5–6	Sometimes fluent, sometimes unclear The candidate: <ul style="list-style-type: none"> • uses simple sentence structures that may be repetitive. Complex sentence structures are attempted with only limited success • uses vocabulary which communicates general meaning, but is sometimes limited and repetitive • shows some awareness of an appropriate register, but sometimes makes lapses which detract from the message • makes some errors of punctuation including sentence separation; makes several spelling and grammatical errors, rarely serious enough to prevent understanding.

Level 2	3–4	<p>Much of the response is difficult to understand although there may be occasional clear sections</p> <p>The candidate:</p> <ul style="list-style-type: none"> • uses simple sentence structures, sometimes inaccurately. Complex sentences are not attempted or if they are, they are repeatedly joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all • uses basic vocabulary, sometimes inaccurately • uses an inappropriate register in most of the response • makes frequent errors of spelling, punctuation and grammar which prevent understanding to some extent, but the overall meaning is not in doubt.
Level 1	1–2	<p>The response is difficult to understand</p> <p>The candidate:</p> <ul style="list-style-type: none"> • uses poorly constructed sentences • uses basic vocabulary, often inaccurately • shows no awareness of appropriate register • makes persistent errors of spelling, punctuation and grammar which make much of the response difficult to understand.
	0	<ul style="list-style-type: none"> • No creditable content.

TABLE B1 – Argumentative

An argumentative composition attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view. It may target an audience that is more resistant to its viewpoint or message.

Level 6	11–13	<ul style="list-style-type: none"> Fulfils the task with a consistently good sense of purpose and audience. The argument is very focused, sometimes sophisticated and consistently persuasive, and supported by a wide range of relevant facts, ideas and opinions. The opposing viewpoint may be described and refuted to convince the reader that the argument being presented is correct. Every stage of the argument is developed and linked in a logical way. Sentences within paragraphs are well-sequenced.
Level 5	9–10	<ul style="list-style-type: none"> Fulfils the task with a good sense of purpose and audience. The argument is clearly presented and almost always persuasive, supported by relevant facts, ideas and opinions. Nearly all stages of the argument are developed and linked in a logical way. Paragraphs are mostly well-sequenced, although some may be uneven in quality.
Level 4	7–8	<ul style="list-style-type: none"> Fulfils the task, attempting to address the topic, but with lapses of focus and/or awareness of audience. The argument is coherent and supported by facts, ideas or opinions of some relevance, developed in a straightforward manner. Stages of the argument are generally linked together in a logical way. The sequence of the sentences within paragraphs is satisfactory, although some ideas may not be linked.
Level 3	5–6	<ul style="list-style-type: none"> Some engagement with the task. Generally insufficient awareness of purpose and/or audience. The argument is generally sound, though sometimes repetitive. It is supported by facts, ideas or opinions of limited relevance, which are developed in a straightforward manner. Some stages of the argument are linked together in a logical way. The response may be uneven overall, starting more strongly than it finishes, or vice versa.
Level 2	3–4	<ul style="list-style-type: none"> Very limited engagement with task, little sense of purpose and/or audience. The argument is often unclear. A few supporting facts, ideas or opinions are given, but these are not developed. There is a lack of overall sequencing. Paragraphs, if used, are not clearly linked together.
Level 1	1–2	<ul style="list-style-type: none"> No engagement with the task, or engagement with task is hidden by density of error. The argument is difficult to follow and there is little attempt to develop supporting facts, ideas or opinions. Few ideas in the text overall are linked. The sequence of sentences is poor.
	0	<ul style="list-style-type: none"> No creditable content.

TABLE B2 – Discursive

A discursive composition presents a balanced and objective examination of a subject. It does not, however, have to be expressly neutral. The composition should present both sides of the discussion.

Level 6	11–13	<ul style="list-style-type: none"> Fulfils the task with a consistently good sense of purpose and audience. The discussion is balanced, sometimes sophisticated and showing full awareness of both sides of the issue being discussed. It is consistently supported by a wide range of relevant facts, ideas and opinions. Every stage of the discussion is developed and linked in a logical way. Sentences within paragraphs are well-sequenced.
Level 5	9–10	<ul style="list-style-type: none"> Fulfils the task with a good sense of purpose and audience. The discussion is clearly presented and almost always developed in a balanced way, supported by relevant facts, ideas and opinions. Nearly all stages of the discussion are developed and linked in a logical way. Paragraphs are mostly well-sequenced, although some may be uneven in quality.
Level 4	7–8	<ul style="list-style-type: none"> Fulfils the task, attempting to address the topic, but with lapses of focus and/or awareness of audience. The discussion is coherent and supported by facts, ideas or opinions of some relevance, developed in a straightforward manner, showing some awareness of both sides of the issue under discussion. Stages of the discussion are generally linked together in a logical way. The sequence of the sentences within paragraphs is satisfactory, although some ideas may not be linked.
Level 3	5–6	<ul style="list-style-type: none"> Some engagement with the task. Generally insufficient awareness of purpose and/or audience. The discussion is generally sound, though sometimes repetitive and is heavily biased towards one viewpoint. It is supported by facts, ideas or opinions of limited relevance, which are developed in a straightforward manner. Some stages of the discussion are linked together in a logical way. The response may be uneven overall, starting more strongly than it finishes, or vice versa.
Level 2	3–4	<ul style="list-style-type: none"> Very limited engagement with task, little sense of purpose and/or audience. The discussion is often unclear. A few supporting facts, ideas or opinions are given, but these are not developed. There is no acknowledgment or development of the opposing viewpoint of the issue under discussion. There is a lack of overall sequencing. Paragraphs, if used, are not clearly linked together.
Level 1	1–2	<ul style="list-style-type: none"> No engagement with the task, or engagement with task is hidden by density of error. The discussion is difficult to follow and there is little attempt to develop supporting facts, ideas or opinions. Few ideas in the text overall are linked. The sequence of sentences is poor.
	0	<ul style="list-style-type: none"> No creditable content.

TABLE B3 – Descriptive

A descriptive composition describes a person, place or situation, painting a picture with words so that the reader can picture it in his/her mind.

Level 6	11–13	<ul style="list-style-type: none"> The response consistently presents relevant, well-defined, well-developed ideas and images. A vivid sense of atmosphere is created, with sensory details used to engage the reader fully. The structure is secure and coherent. Devices such as the movements of the writer, the creation of a short time span or the creation of atmosphere or tension are used.
Level 5	9–10	<ul style="list-style-type: none"> The response presents a variety of engaging and relevant ideas and images, with a range of details. A strong sense of atmosphere is created, with some sensory detail, engaging the reader's attention. The structure is clear and largely consistent. There may be occasional missed details. Sentences are well-sequenced and the description is effective.
Level 4	7–8	<ul style="list-style-type: none"> The response presents effective ideas and images that are relevant to the topic and which satisfactorily address the task. Some feeling of atmosphere is created and some details are provided which interest the reader. The response contains a series of points. Some of the ideas are developed, though straightforwardly. Some sentences are well-sequenced. There may be a lack of an effective overall picture.
Level 3	5–6	<ul style="list-style-type: none"> The response presents some relevant details, ideas or images, occasionally developed in a straightforward way. An attempt is made to create atmosphere and limited details are provided. The response may be more narrative (focused on events) than descriptive. There is some overall structure but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity or repetition.
Level 2	3–4	<ul style="list-style-type: none"> The response shows an attempt to present some relevant details, ideas or images. Where there is any development, it is very simple. The response may be more narrative than descriptive. There is limited attention to sequencing and structure, lack of progression and/or repetition.
Level 1	1–2	<ul style="list-style-type: none"> The response presents few relevant descriptive details, ideas or images. Development is minimal or non-existent. A few sentences may be sequenced but overall the order of ideas is confused and there may be significant repetition.
	0	<ul style="list-style-type: none"> No creditable content.

TABLE B4 – Narrative

A narrative composition tells a story containing a sequence of connected events which may be real or imaginary.

Level 6	11–13	<ul style="list-style-type: none"> The narrative consistently engages the reader and uses a wide range of imaginative ideas, images and narrative devices successfully. Characterisation and/or setting are fully convincing. The different sections of the story are carefully balanced and the climax is carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Level 5	9–10	<ul style="list-style-type: none"> The narrative is almost always engaging to the reader and uses some features that are of interest to a reader, although not consistently so. Character and/or setting are portrayed with some attempt at creativity. The story is orderly and the beginning and ending (where required) are well-managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events.
Level 4	7–8	<ul style="list-style-type: none"> The narrative is straightforward, with satisfactory identification of features such as character and setting. There may be an attempt to use narrative devices, although these may be of limited success. Character and/or setting are clearly, if simply, portrayed. While opportunities for appropriate development of ideas are sometimes missed, the overall structure presents the narrative effectively. Sentences are usually sequenced to narrate events.
Level 3	5–6	<ul style="list-style-type: none"> The narrative is relevant but contains few, if any, narrative devices. There is some attempt to portray character(s) and/or setting. The overall structure is sound although there are examples where a particular section is too long or too short. A climax may be identified but is not effectively described or led up to. Sentence sequences narrate events but may occasionally contain intrusive facts or misleading ideas.
Level 2	3–4	<ul style="list-style-type: none"> The narrative is simple and generally unengaging, making limited use of ideas or images. Details of character and setting are limited. While some events in the story are narrated in a logical sequence, others may be unconnected and without a resolution. Sentence sequences are only used to link a simple series of events. Inappropriate importance may be given to sections of the story.
Level 1	1–2	<ul style="list-style-type: none"> The narrative is very simple and unengaging. There is little or no attempt to define character and/or setting. The story is difficult to follow because the structure is unclear and events in the story are generally muddled and unconnected. Some of the content has no relevance to the plot.
	0	<ul style="list-style-type: none"> No creditable content.