

**GERAK GEMPUR  
SIJIL PELAJARAN MALAYSIA  
2019**

---

PERATURAN PEMARKAHAN  
BAHASA INGGERIS  
KERTAS 1

---

**UNTUK KEGUNAAN PEMERIKSA SAHAJA**

**AMARAN**

Peraturan pemarkahan ini **SULIT** dan **Hak Cipta Kerajaan Malaysia**.  
Kegunaannya khusus untuk pemeriksa yang berkenaan sahaja. Sebarang maklumat dalam peraturan pemarkahan ini tidak boleh dimaklumkan kepada sesiapa. Peraturan pemarkahan ini tidak boleh dikeluarkan dalam apa-apa juga bentuk media.

**SECTION A : DIRECTED WRITING**

This question is assessed as follows :

**FORMAT : 3 marks****CONTENT : 12 marks****LANGUAGE : 20 marks****TOTAL 35 marks**

=====

**2) FORMAT & CONTENT MARKS :**

<b>FORMAT</b>		<b>MARKS</b>
<b>F1 =</b>	Address and date	1
<b>F2 =</b>	Salutation	1
<b>F3 =</b>	Closure	1
Sub-total		3
(All <b>keywords</b> must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded)		
C1	Balance energy and activity	1
C2	How does the body use energy?	1
C3	Control food portions	1
C4	How does this relate to gaining weight?	1
C5	Be media smart	1
C6	Aware of some tricks	1
C7	Don't skip meals	1
C8	How do you avoid skipping meals?	1
C9	Physically active	1
C10	Give one example of an activity.	1
C11	Suggested idea	1
C12	Suggested idea	1
Sub-total		12
<b>Grand Total</b>		<b>15</b>

**CRITERIA FOR MARKING LANGUAGE**  
**Section A : Directed Writing**

Mark Range	Description of Criteria
<p style="text-align: center;"><b>A</b> <b>19 -20</b></p>	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is entirely accurate apart from occasional first draft slips.</li> <li>▪ <b>Sentence structure</b> is varied and sophisticated – shows that the candidate is able to use sentence length and type to achieve an intended effect.</li> <li>▪ <b>Vocabulary</b> - sophisticated and is used with precision.</li> <li>▪ <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>▪ <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>▪ <b>Paragraphs</b> have unity and are appropriately linked.</li> <li>▪ The <b>style and tone</b> are appropriate. The reader is convinced that this could be a real letter to a cousin.</li> </ul>
<p style="text-align: center;"><b>B</b> <b>16 - 18</b></p>	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is almost always accurate but there will be minor errors or first draft slips.</li> <li>▪ <b>Sentences</b> show some variation in length and type, including the confident use of complex sentences.</li> <li>▪ <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>▪ <b>Punctuation</b> is almost always accurate and generally helpful to the reader.</li> <li>▪ <b>Spelling</b> is nearly always accurate.</li> <li>▪ Written in <b>paragraphs</b> which show some unity and are usually linked appropriately.</li> <li>▪ The <b>style and tone</b> are appropriate for a letter to a cousin. The reader is satisfied that a genuine attempt has been made to write a letter to a cousin.</li> </ul>
<p style="text-align: center;"><b>C</b> <b>13 - 15</b></p>	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is largely accurate.</li> <li>▪ <b>Simple structures</b> are used without errors; mistakes may occur when more sophisticated structures are attempted.</li> <li>▪ <b>Vocabulary</b> is adequate to convey intended meaning although it may not be sufficiently developed to achieve precision.</li> <li>▪ <b>Sentences</b> show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect.</li> <li>▪ <b>Punctuation</b> is generally accurate although errors may occur in more complex uses.</li> <li>▪ <b>Spelling</b> is generally accurate for common vocabulary.</li> <li>▪ Written in <b>paragraphs</b> which show some unity, although links may be absent or inappropriate at times.</li> <li>▪ The <b>style and tone</b> may generally be appropriate for a letter to a cousin.</li> </ul>
<p style="text-align: center;"><b>D</b> <b>10 - 12</b></p>	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is sufficiently accurate for meaning to come through.</li> <li>▪ There will be patches of clear, accurate language, particularly when <b>simple vocabulary and structures</b> are used.</li> <li>▪ Mistakes will occur when more complex sentences are attempted.</li> <li>▪ There may be some variety of sentence length and type but this may not be successful in enhancing meaning of arousing interest.</li> <li>▪ <b>Vocabulary</b> is adequate but lacks precision.</li> <li>▪ <b>Punctuation</b> is generally correct but does not enhance or clarify meaning.</li> <li>▪ Simple words <b>are spelt</b> correctly, but errors may occur when unfamiliar words are used.</li> <li>▪ Sentence separation errors may occur.</li> <li>▪ Written in <b>paragraphs</b> which show some unity in topic and attempts to use links.</li> <li>▪ The <b>style and tone</b> may not be entirely appropriate for a letter to a cousin but some attempt has been made.</li> </ul>

Mark Range	Description of Criteria
<p style="text-align: center;"><b>E</b> 7 - 9</p>	<ul style="list-style-type: none"> <li>▪ <b>Meaning</b> is never in doubt, but single word errors are sufficiently frequent and serious to hamper precision and speed of reading.</li> <li>▪ Some <b>simple structures</b> will be accurate but accuracy is not sustained.</li> <li>▪ <b>Vocabulary</b> is limited and either too simple to convey precise meaning or is imperfectly understood.</li> <li>▪ Simple words may be <b>spelt</b> correctly but frequent mistakes in spelling and punctuation make reading the script difficult.</li> <li>▪ <b>Paragraphs</b> lack unity. Links are incorrectly used. There may be errors of sentence separation and <b>punctuation</b>.</li> <li>▪ The <b>style and tone</b> are unlikely appropriate for a letter to a cousin. It may not show understanding of the detailed requirements of the task.</li> </ul>
<p style="text-align: center;"><b>U (i)</b> 4 - 6</p>	<ul style="list-style-type: none"> <li>▪ <b>Meaning</b> is fairly clear but incidence of errors is high and definitely impedes the reading.</li> <li>▪ A script at this level will have few accurate <b>structures</b>.</li> <li>▪ <b>Vocabulary</b> may not extend beyond a simple range of words that are inadequate to express intended shades of meaning.</li> <li>▪ There may be frequent <b>spelling</b> errors.</li> <li>▪ <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>▪ <b>Paragraphs</b> may not be used, or if used, show a lack of planning.</li> <li>▪ The <b>style and tone</b> are inappropriate for a letter to a cousin.</li> </ul>
<p style="text-align: center;"><b>U (ii)</b> 2 - 3</p>	<ul style="list-style-type: none"> <li>▪ Sense will be decipherable, but some of the errors will be multiple in nature, requiring the reader to reread and reorganise before <b>meaning</b> becomes clear.</li> <li>▪ Whole sections may make little sense. There are unlikely to be more than one or two accurate <b>sentences</b>. The content is comprehensible but its <b>style and tone</b> are hidden by the density of errors.</li> </ul>
<p style="text-align: center;"><b>U (ii)</b> 0 - 1</p>	<ul style="list-style-type: none"> <li>▪ Scripts in this category are mostly entirely <b>impossible</b> to recognise as pieces of English.</li> <li>▪ Whole sections may make <b>no sense</b> at all or are copied from the task.</li> <li>▪ Award '1' mark if some sense can be obtained.</li> <li>▪ The mark '0' should only be awarded if the report makes no sense at all from beginning to end.</li> </ul>

**SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING**

- 1) The candidate's response will be assessed **based on impression**.
- 2) The examiner shall **read and re-read** the response carefully and at the same time **underline for gross or minor errors** or put in insertion marks (^) where such errors occur.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting **a merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most appropriate band** having **most of the criteria** as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to **BEST FIT the student's response to the most appropriate band**. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.
- 5) **Justify the band and marks given, if necessary**, by commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

## CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Mark Range	Description of Criteria
<b>A</b> 44 - 50	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is entirely accurate apart from very occasional first draft slips.</li> <li>▪ <b>Sentence structure</b> is varied and sophisticated – shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>▪ <b>Vocabulary</b> is wide and is used with precision.</li> <li>▪ <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>▪ <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>▪ <b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>▪ The <b>topic</b> is addressed with consistent relevance.</li> <li>▪ The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> </ul>
<b>B</b> 38 - 43	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is accurate; occasional errors are either minor or first draft slips.</li> <li>▪ <b>Sentences</b> show some variation of length and type, including some complex sentences.</li> <li>▪ <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>▪ <b>Punctuation</b> is almost always accurate and generally helpful.</li> <li>▪ <b>Spelling</b> is nearly always accurate.</li> <li>▪ <b>Paragraphs</b> show some evidence of planning, have unity and are usually appropriately linked.</li> <li>▪ The piece of writing is relevant to the <b>topic</b> and the <b>interest</b> of the reader is aroused and sustained through most of the composition.</li> </ul>
<b>C</b> 32 - 37	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is largely accurate.</li> <li>▪ Simple <b>structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>▪ <b>Sentences</b> may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect.</li> <li>▪ <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>▪ <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>▪ Simple words will be <b>spelt</b> correctly but errors may occur when more sophisticated words are used.</li> <li>▪ The composition is written in <b>paragraphs</b> which may show some unity, although links may be absent or inappropriate.</li> <li>▪ The writing is relevant but may lack originality and planning. Some <b>interest</b> is aroused but not sustained.</li> </ul>
<b>D</b> 26 - 31	<ul style="list-style-type: none"> <li>▪ The <b>language</b> is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>▪ There will be patches of clear, accurate <b>language</b>, particularly when simple vocabulary and structures are used.</li> <li>▪ There is some variety of <b>sentence</b> type and length but the purpose is not clearly seen. <b>Punctuation</b> is generally correct but does not clarify meaning.</li> <li>▪ <b>Vocabulary</b> is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>▪ Simple words will be <b>spelt</b> correctly but more spelling errors will occur.</li> <li>▪ <b>Paragraphs</b> are used but show lack of planning or unity.</li> <li>▪ The <b>topic</b> is addressed with some relevance but the reader may find composition at this level lacking in liveliness and <b>interest</b> value.</li> </ul>
<b>E</b> 20 - 25	<ul style="list-style-type: none"> <li>▪ <b>Meaning</b> is never in doubt, but errors are sufficiently frequent and serious to hamper reading.</li> <li>▪ Some simple <b>structures</b> may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li>▪ <b>Vocabulary</b> is limited – either too simple to convey precise meaning or more</li> </ul>

	<p>ambitious but imperfectly understood.</p> <ul style="list-style-type: none"> <li>▪ Simple words may be <b>spelt</b> correctly but frequent mistakes in spelling and punctuation make reading the script difficult.</li> <li>▪ <b>Paragraphs</b> lack unity or are haphazardly arranged.</li> <li>▪ The subject matter will show some relevance to the <b>topic</b> but only a partial treatment is given.</li> <li>▪ The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> </ul>
<p><b>U (i)</b> <b>14 - 19</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Meaning</b> is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading.</li> <li>▪ There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence.</li> <li>▪ A script at this level will have very few accurate sentences.</li> <li>▪ Although communication is established, the frequent errors may cause blurring.</li> <li>▪ <b>Sentences</b> will be simple and very often repetitive.</li> <li>▪ <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>▪ <b>Paragraphs</b> lack unity or there may not be any paragraphs at all.</li> </ul>
<p><b>U (ii)</b> <b>8 - 13</b></p>	<ul style="list-style-type: none"> <li>▪ The reader is able to get some <b>sense</b> out of the script but errors are multiple in nature, requiring the reader to read and reread before being able to understand.</li> <li>▪ At this level, there may be only a few accurate but simple <b>sentences</b>.</li> <li>▪ The <b>content</b> may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>▪ This type of script may also be far short of the required number of words.</li> </ul>
<p><b>U (iii)</b> <b>0 - 7</b></p>	<ul style="list-style-type: none"> <li>▪ Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>▪ Whole sections may make little or <b>no sense</b> at all.</li> <li>▪ Where occasional patches of clarity occur, marks should be awarded.</li> <li>▪ The mark '0' should only be given if the script makes no sense at all from the beginning to end.</li> </ul>