

PPD JASIN TRIAL QUESTION 2019
MARKING SCHEME FOR SPM PAPER 1 ENGLISH 1119/1
Section A : DIRECTED WRITING

This question is assessed as follows :

1) Allocation of Marks :

FORMAT : 3 marks

CONTENT : 12 marks

LANGUAGE : 20 marks

TOTAL 35 marks

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2) FORMAT & CONTENT MARKS :

FORMAT (All features must be mentioned to merit format marks)	MARKS
F1 - address	1
F2 - greeting	1
F3 - closure	1
Sub Total	3
CONTENT (All keywords have to be mentioned before any content point is awarded) If content point is not mentioned, no elaboration point can be awarded)	
Qualities of a good class monitor	1
C1- Be punctual	1
C2- Help others	1
C3- Be trustworthy	1
C4- Show respect to others	1
C5- Active participation in co-curricular activities	1
C6- Add one idea of your own	1
Duties of a class monitor	1
C7- Lead to greet - teachers	1
C8- Class control - absence of the teacher	1
C9- Duty roster supervisor	1
C10- Prepare chalks / marker pens	
C11- Assist teachers - books, files etc.	
C12- Add one idea of your own	
Sub Total	12
GRAND TOTAL	15

DIRECTED WRITING – LANGUAGE

Mark Range	Description of Criteria
<p>A 19 – 20</p>	<ul style="list-style-type: none"> • Language – accurate with occasional first draft slips • Sentence structures – varied and sophisticated • Sentence length and type – employed to achieve intended effect • Vocabulary – wide, sophisticated and used with precision • Punctuation – accurate and helpful • Spelling – accurate • Paragraphs – unified and well-linked • Topic – consistent relevance • Style – formal, informative and concise, and, tone – always appropriate
<p>B 16 – 18</p>	<ul style="list-style-type: none"> • Language – accurate with minor or first draft errors • Sentences – varied in length and type • Complex structures – confidently used • Vocabulary – wide, conveying intended shades of meaning with some precision • Punctuation and spelling – almost always accurate • Style and tone – appropriate to the task • Writing – relevant and interest sustained throughout
<p>C 13 – 15</p>	<ul style="list-style-type: none"> • Language – largely accurate • Simple structures – no errors, mistakes in only more sophisticated structures • Vocabulary – adequate to convey meaning but not developed to precision • Sentences – some variety of length and structure • Tendency to use one type of structure • Punctuation and spelling – generally accurate; errors in more complex use • Paragraphs – some unity but absent or inappropriate linkage • Writing – relevant, interest not sustained throughout • Style and tone – appropriate to the task
<p>D 10 – 12</p>	<ul style="list-style-type: none"> • Language – sufficiently accurate • Patches of clarity – simple vocabulary and structures • Limited sentence length and type • Mistakes with more complex sentences • Vocabulary – limited, adequate but lacks precision • Simple words – spelt correctly with errors from unfamiliar words • Punctuation, generally correct • Style and tone – appropriate • Written in paragraphs but lacks unity
<p>E 7 – 9</p>	<ul style="list-style-type: none"> • Meaning – never in doubt • SingleWord Errors (SWEs) – frequent and hampers reading • Simple sentence structures – accurate but not sustained

	<ul style="list-style-type: none"> • Vocabulary, limited • Spelling – simple words accurate but mistakes with more difficult words • Style and tone – at times inappropriate • Paragraphs – lacks unity • Punctuation errors
U (i) 4 – 6	<ul style="list-style-type: none"> • Meaning – fairly clear • SWE – frequent and impedes reading • Accurate sentences – a few • Spelling and Punctuation – frequent errors • Paragraphs – sometimes used correctly • Frequent spelling errors • Style and tone – often inappropriate
U (ii) 2 – 3	<ul style="list-style-type: none"> • Multiple Word Errors (MWE) – requires re-reading and reorganising before meaning becomes clear • Sense – decipherable • Little or no sense – whole sections • Accurate sentence – likely to be one or two, most simple sentences • Content – comprehensible • Style and tone – hidden by density of errors
U (iii) 0 – 1	<ul style="list-style-type: none"> • Scripts – almost entirely impossible to recognize as English • Whole sections - do not make sense or copied from text • “0” mark awarded if writing makes no sense at all from beginning to end

**MARKING SCHEME FOR CONTINUOUS WRITING
(SECTION B)**

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.

Mark Range	Description of Criteria
<p>A 44 – 50</p>	<ul style="list-style-type: none"> • Language – entirely accurate, with occasional first draft slips • Sentence – varied lengths and types • Vocabulary – wide and precise • Punctuation - accurate and helpful • Spelling – entirely accurate • Paragraphs – well-planned, unified and linked • Topic- consistently relevant • Writing – relevant, interest aroused and sustained throughout
<p>B 38 – 43</p>	<ul style="list-style-type: none"> • Language – accurate, with occasional minor errors or first draft slips • Sentence – some varied lengths and types, some complex sentences • Vocabulary – wide enough to show shades shades of intended meaning with some precision • Punctuation- almost always accurate • Spelling – nearly always accurate • Paragraphs – some evidence of planning, unified and appropriately linked • Writing – relevant, mostly arousing and sustaining interest
<p>C 32 – 37</p>	<ul style="list-style-type: none"> • Language – largely accurate • Sentences – some variety in length and type, tendency to use one type • Simple structures – error-free, errors with more ambitious structures, • Vocabulary – wide enough to convey meaning but lack precision • Punctuation in simple sentences – accurate, with errors in more complex use • Spelling – simple words, correct but misspelt with more sophisticated words • Paragraphs – show some unity, at times not unified and inappropriately linked • Writing – relevant , lack originality and planning • Some interest – aroused but not sustained
<p>D 26 – 31</p>	<ul style="list-style-type: none"> • Language – sufficiently accurate • Patches of clear, accurate language – especially, when simple structures and vocabulary used • Some variety in sentence type and length but purpose is not clearly seen • Vocabulary – usually adequate but not developed to precision • Punctuation – generally correct • Spelling of simple words- correct but more errors occur • Writing – some relevance but lacks interest
<p>E 20 - 25</p>	<ul style="list-style-type: none"> • Meaning – never in doubt • Single Word Errors (SWE) – frequent and serious to hamper reading • Simple structures- some accurate but unlikely to sustain accuracy for long • Sentence structures – accurate but not sustained for long • Vocabulary – limited, too simple or when more ambitious, it's imperfectly understood

	<ul style="list-style-type: none"> • Spelling – simple words spelt correctly but with frequent mistakes in spelling and punctuation • Paragraphs – lack unity or haphazardly arranged • Some relevance – topic partially treated • High incidence of linguistic errors distracts from merits of content in composition
U (i) 14 – 19	<ul style="list-style-type: none"> • Meaning – fairly clear • High incidence of SWE – very frequent and impede reading/lead to blurring • Vocabulary – many serious errors of various kinds, mainly single-word type, but could be corrected without rewriting • Sentences – very few are accurate, often simple and repetitive • Errors- frequent causing blurring • Punctuation – used correctly; with sentence separation error • Paragraphs – lack unity or no paragraphs at all
U (ii) 8 – 13	<ul style="list-style-type: none"> • Some sense • MultipleWord Errors (MWE) – very frequent, requires re-reading before being understood • Only a few accurate sentences –mostly simple sentences • Content- comprehensible • Incidence of linguistic error - high • Meaning - blur • Length – far short of required length
U (iii) 0 – 7	<ul style="list-style-type: none"> • Almost entirely impossible to read • Whole sections make little or no sense at all • Occasional patches of clarity (marks awarded) • Vocabulary – simple words used • Frequent errors cause blurring • “0” to scripts with no sense from beginning till the end