PPD JASIN TRIAL QUESTION 2019
MARKING SCHEME FOR SPM PAPER 2 ENGLISH 1119/2

<u>**Section A :**</u>

QUESTIONS	ANSWERS
1	B
2	D
3	D
4	B
5	D
6	C
7	D
8	B
9	B
10	A
11	C
12	B
13	B
14	A/B
15	A

<u>**Section B:**</u>

16. Myth no. 3 / 3
17. Myth no. 4 / 4
18. Myth no. 1 / 1
19. Myth no. 2 / 2
20. Complex carbohydrates
21. Type and quantity
22. Raise blood sugar
23. Good health
24. Potassium / fibre/ Vitamin C (any two with 'and' in between)
25. Fruit juice

<u>**Section C**</u>

MARKING SCHEME FOR SECTION C (COMPREHENSION)

The Assessment Objectives for Section C are to assess student's ability to:

- demonstrate an understanding of reading and comprehension skills and sub-skills at recognition level.
- apply lower order and higher order comprehension skills to select the relevant information to answer the questions.
- use language competently to convey meaning.

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Please take note of the following:

- **Do** award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
- **Do** award full marks for intelligent lifting.
- **Do** remember to use your discretion and good judgment for correct answers that appear different from the suggested answer in the mark scheme in terms of expression and structures used.
- **Do** award marks (as indicated) for any reasonable answer(s) to a question that requires a personal response.
- **Do not** award marks for total lifting that includes irrelevant section s of the text.
- **Do not** award any marks for answers where meaning is totally unclear or unintelligible.
- **Do not** award marks if one part of the sentence contradicts the other.

No	Expected Answer	Allow	Don't Allow
26	(a) (Rosli works as) Freelance disc jockey (DJ)	Freelance DJ	Freelance
	(b) (Rosli's CDs are loaded into) the hard drive of his computer.	Hard drive of Rosli's computer.	Computer
27	(a) (i) (playing) hide-and-seek (ii) (Playing) traditional games (such as congkak and wau)		
	(b) savvy		
28	(i) Global Positioning System (GPS) (ii) Social traffic and navigation app- Waze	GPS Waze	
29	By means of internet, webcam and the internet phone.		
30	Action : Reading Reason : Reading can bring a lot of fun.	Any other plausible reactions and reasons.	

MARKING SCHEME FOR Question 31(Summary)

The Assessment Objectives for Summary writing are to assess student's ability to:

- select and retrieve information from a given text source.
- use the information in the passage given to display an understanding of the task.
- organise specific information from the passage coherently.
- paraphrase effectively and concisely.
- present the information in Standard English, in an accurate and fluent form.

The above objectives are rewarded as follows:

Content	- 10 marks
Language	- 5 marks
Total	**15 marks**

CHECKLIST FOR MARKING CONTENT

1 Introductory words
No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing under Style.

2 Length
Draw a double line where the introductory words end or should end. Count to 120 the number of word uses after the double line and draw another set of double lines after 120th word. If the number of words is less than 120, write the number down on the left side of the script. Bracket it. Do not rely on the candidate's word total alone.

3 Marking Method
Read the script carefully, numbering and circling each valid point where it occurs according to the list of points given in the subsequent sections of the mark scheme. Then assess the quality of the writing under the provisions for LANGUAGE. The final mark will be expressed as CONTENT plus LANGUAGE and the total is shown in the right-hand margin.

4 Sequence errors
In general, only withhold the mark for a point if it is wildly out of sequence. Do not penalize the points that then follow.

SUMMARY CONTENT

Each Point Scores 1 Mark
Maximum: 10 marks

Technology has really changed and enhanced our lives by making ….

1. television to broadcast to phones
2. Hand-held computers (that connect to the internet via Wi-Fi) enable us to watch news channel, sports channel or movie channel
3. play playstation (on HD Plasma TV)
4. surf the internet (on HD Plasma TV)
5. update information on Facebook (on HD Plasma TV)
6. go on twitter (on HD Plasma TV)
7. Watch 3D cartoon (on HD Plasma TV)
8. GPS or Waze helps us with navigation (if we are lost or need to go somewhere)
9. smart phones let us email
10. smart phones let us surf webs
11. smart phones let us open Word documents
12. smart phones can make free long-distance calls (if Wi-Fi connection is available)
13. smart phones allow us to listen to music (using wireless headphones)
14. Stay in touch with friends and family around the world via email using laptops @
     Stay in touch with friends and family using laptop, webcam and internet phones
15. technology runs home security and surveillance system @
     Users can log on and monitor from any location using home security and surveillance system (when alarm is triggered)

NOTES ON LANGUAGE
The mark for Language incorporates TWO categories of writing:
- Ability to PARAPHRASE and
- USE OF ENGLISH

The table which follows on page 9 provides descriptors of mark levels assigned to these two categories.

AWARDING LANGUAGE MARKS

1   First of all, assign the script to a mark level under the category of PARAPHRASE.

2   Then arrive at the mark level for the USE OF ENGLISH. Before deciding the
        mark for this level, take the accuracy of the writing into account, in particular the frequency
        of serious and minor errors. **Indicate these errors by underlining**. Then assess the ability to
        form **original** and **extended syntax, outside the text structures.**

3   Add the marks for PARAPHRASE and USE OF ENGLISH together and divide by
        two. Raise any half-marks to the nearest whole number.

```
 P  | 1
    |
UE  | 2
____|_____
    |
    | 3/2  = 1
    |      = 2
    |
```

4   Add this mark to the CONTENT mark and show as a total in the right-hand

margin of the script.

```
C │ 10
  │
L │  2
──┼────
  │ 12
```

Note:
If the candidate uses **note form** throughout the answer, give **0** for the **LANGUAGE** mark but allow the points where they are clearly made.

LANGUAGE DESCRIPTORS
Question 31: Summary

Mark	Paraphrase	Mark	Use of English
5	• There is a **sustained** attempt to **rephrase** the text language • Allow phrases from the text which are difficult to substitute • Expression is secure	5	• The **language** is accurate. • Any occasional **errors** are either first draft slips or minor errors. • Very well-organised and coherent throughout. • Marked ability to use **original complex** structures.
4	• There is a **noticeable** attempt to **rephrase** the text. • The summary is free from stretches of concentrated lifting. • **Expression** is generally sound.	4	• The **language** is largely accurate. • Serious **errors** are not frequent although they are noticeable. • Well-organised and coherent in most parts. • Some ability to use **original compound/complex structures.**
3	• Limited attempt to **rephrase** the text. ½ • **Intelligent and selective lifting.** • **Expression** may not always be secure but the attempt to substitute will gain credit.	3	• The **language** is sufficiently accurate. • **Serious errors** are becoming more frequent. • Fairly well-organised and coherent in some parts.
2	• **Copying** of text material in chunks with little evidence of selection and care. • Attempts to substitute own language will be limited to single word **expression.** • Irrelevant sections of the text may be present at this level.	2	• **Meaning** is not in doubt. (You can still understand.) • Frequent serious **errors.** • Poorly organised and lacks coherence.
1	• **Mindless lifting.** • More or less a complete transcript of the text.	1	• Heavy frequency of serious **errors,** impeding the reading in many places.

				• Fractured **syntax** is much more pronounced at this level. • Incoherent.
	• Originality barely noticeable.			

Note:

1.The mark of **0** is awarded if the material used is **totally outside the prescribed text** or if the candidate copies the entire passage (no attempt to summarise).

2.For a 'more or less complete transcript within the prescribed area of the text', maximum mark for USE OF ENGLISH is 2.

3.Copying text materials in chunks, max. marks for UE is '3'

4.There is FE, no need to look for structure. (UE=3)

LANGUAGE ACCURACY

These notes set out categories of serious and minor errors of English relevant to the various descriptors in the mark bands.

SERIOUS ERRORS
- Wrong verb forms e.g. Motorists like to raced along the road…
- Serious tense errors, i.e. inconsistency of time setting e.g. When I tired to overtake, the motorist brake suddenly…
- Omission or obvious misuse of prepositions, e.g. They were driving at the middle in the road…
- Wholesale misunderstanding/misuse of words e.g. the car slipped on the wet road
- Serious errors of agreement e.g. The driver and his passengers was seriously injured.
- Serious errors in handling key parts of speech, i.e. use of wrong pronoun, inability to handle articles e.g. Motorbike was drive by very young boy.
- Ingrained weaknesses of punctuation i.e. commas replacing full stops, wrong use of colon, etc.
- Use of SMS language.

MINOR ERRORS
- Misspelling of a minor nature. Count as serious error when the form of the word is severely mangled or is unrecognizable.
- Obvious slips of repetition or omission.
- Minor errors of punctuation, i.e. failure to complete pairs of commas etc.
- Inappropriate language/slang.
- Slang is accepted if there is a purpose or for an effect.

Compound, complex and compound-complex sentences

| |
|---|
| **Compound sentences** are made up of **independent clauses (CP)** |
| Example:
She ate two eggs for breakfast.
He drank a glass of orange juice.

These are joined together with a **coordinating conjunction** to make a sentence:

She ate two eggs for breakfast **and** he drank a glass of orange juice.

Independent clause   independent clause

The seven coordinating conjunctions are: **F**or **A**nd **N**or **B**ut **O**r **Y**et **S**o   (FANBOYS)

All the other conjunctions are subordinating conjunctions. |
| **Complex sentences** are made up of **one independent clause** and **at least one subordinate clause (CX)** |
| The clauses have related ideas, but one of the clauses – the independent clause – acts as the foundation of the sentences. The other clauses become dependent (subordinate) clauses.

Example:
The crowd cheered.
The athletes marched into the stadium.

These are joined together with a subordinating conjunction to make a sentence:

The crowd cheered **when** the athletes marched into the stadium.

Independent clause   dependent / subordinate clause

Subordinate conjunctions not only connect the clauses, but they also make the clause they are joined to a dependent / subordinate clause. |
| **Compound-complex sentences** are compound sentences which also have dependent clauses.
They have **at least two independent clauses** and **at least one dependent / subordinate clause**: |

Example:
The students were happy because the exams were over and the teacher made them a big cake to celebrate.

The students were happy **because** the exams were over,

Independent clause   subordinating conjunction   dependent clause

and the teacher made them a big cake to celebrate.

Coordinating conjunction   independent clause
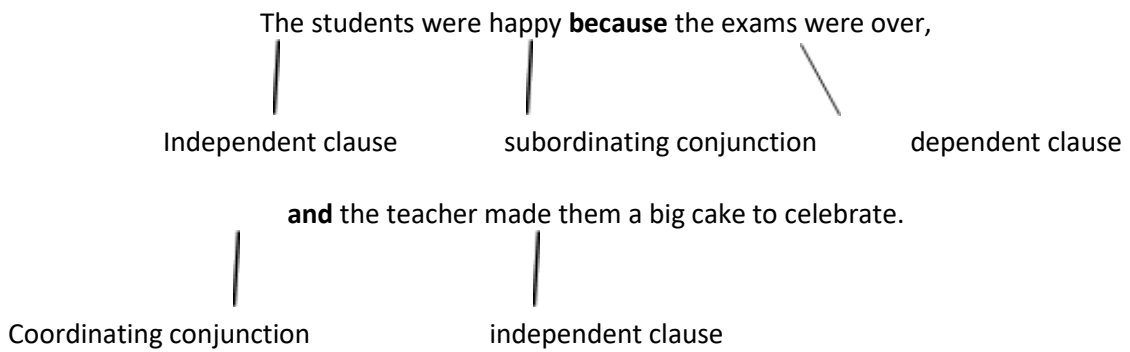
MARKING SYMBOLS

√	Merit
_____	Serious error (single word error)
〜〜〜	Minor error (single word error)
//	Errors which are multiple in nature (Parallel lines in the right-hand margin)
^	Omission
R	Repetition
§	Paragraphing

Section D

No.	Expected Answer	Allow	Remarks
32 a	A white broaderie anglaise shirt / a pleated skirt / flat shoes		
32 b	She was neat / prim and proper / well-dressed / elegant / she comes from a well-to-do family/ old-fashioned		
32 c	The grandmother knows that she is going to die.		
32 d	Yes, it is the best option to provide better health care for our parents. No, it is the children's responsibility in taking care their own parents as they did when they were small.	Accept any other plausible answers	Both questions should be answered to award 2 marks. Marks awarded only for 2 or 0. (2 marks/0)

33 For this question, marks are awarded as follows:

Content	- 10 *marks*
Style and Presentation	- 5 *marks*
Total	- 15 *marks*

Content and Language Descriptors
Question 33: Novel

MARK RANGE	CONTENT	MARK	LANGUAGE
9 - 10	• A consistently relevant and convincing response to the task specified. • Always provide detailed and well-developed textual evidence.	5	• The language is accurate. • Very well-organised.
7 - 8	• Response is relevant to the task specified. • Usually provides textual evidence with some development.	4	• The language is largely accurate. • Well-organised.

5 - 6	• Response has some relevance or is only intermittently relevant to the task specified. • Provides some textual evidence with little development.	3	• Meaning is never in doubt but errors are becoming more frequent. • Fairly well-organised.
3 - 4	• Response of little relevance to the task specified. • Little textual evidence.	2	• Frequent errors with some blurring in meaning. • Poorly organised.
1 - 2	• Response has very little relevance to the task.	1	• Makes little or no sense at all. • Lacks organisation.