**Bahasa  Inggeris**
**Kertas 1**
Peraturan
Pemarkahan
**Ogos**
**2019**

### MAJLIS PENGETUA SEKOLAH MALAYSIA
### NEGERI SEMBILAN

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### PROGRAM PENINGKATAN AKADEMIK TINGKATAN LIMA
### SEKOLAH - SEKOLAH  MENENGAH NEGERI  SEMBILAN 2019

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### BAHASA INGGERIS

#### Kertas 1

### PERATURAN  PEMARKAHAN

**Note to Examiners :**

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*Calculation of marks*:

| | | |
|---|---|---|
| Paper 1 | = | 85 marks |
| Paper 2 | = | 70 marks |
| TOTAL | | 155 marks |

Total marks to be brought to percentage:

$$\frac{X}{155} \quad \times \quad 100\%$$

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Peraturan pemarkahan ini mengandungi 7  halaman bercetak

**PAPER 1**
**SECTION A: Directed Writing**

**MARK SCHEME FOR Question 1**

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**ASSESSMENT OBJECTIVES**
To test candidate's ability to:
- read and comprehend the rubric
- use the information given to display an understanding of the task
- generate ideas within the specific framework provided
- use clear and accurate Standard English in the response
- use a style and tone appropriate to the task

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**MARKING METHOD**

Each script should be read slowly and annotated as detailed in the marking scheme. A brief comment at the end of the script is sometimes helpful when checking accuracy of the marking, particularly when the script has produced an answer which is not entirely catered for by the marking scheme, but which is a valid response to the task, and therefore should be given credit.

**CONTENT       -       15 MARKS**

Do not award marks for mere mention of keywords

**FORMAT ( 2 marks )**

| i | Title | F1 |
| ii | Name of writer | F2 |

| Content - 13 marks | |
| --- | --- |
| C1 | Date |
| C2 | Time |
| C3 | Venue |
| C4 | Learning good values |
| C5 | One more reason |
| C6 | kindness |
| C7 | courtesy |
| C8 | One more value |
| C9 | vandalism |
| C10 | One more bad habit |
| C11 | irresponsible |
| C12 | One more opinion |
| C13 | One recommendation |

**LANGUAGE** - **20 MARKS**

Marks are awarded for :

( i ) Accurate English
( ii ) Style and Tone appropriate to the task

\* Candidates need not use exact words given in the stimulus. However, own language must convey the same meaning.

## CRITERIA FOR MARKING LANGUAGE (Question 1: Directed Writing )

| Mark Range | Description of Criteria |
|---|---|
| **A** <br> **19 – 20** | <ul><li>The language is entirely accurate apart from occasional first draft slips.</li><li>Sentence structure is varied and sophisticated.</li><li>Vocabulary shows some sophistication and is used with precision.</li><li>Punctuation is accurate.</li><li>Spelling is accurate.</li><li>Paragraphs have unity and are appropriately linked.</li><li>The style and tone are appropriate. The reader is convinced that this could be an article for a school bulletin.</li></ul> |
| **B** <br> **16 – 18** | <ul><li>The language is almost always accurate but there may be more minor or first draft slips.</li><li>Errors may also arise from more ambitious structures.</li><li>Sentences show some variations in length and type.</li><li>Punctuation is almost always accurate.</li><li>Vocabulary is wide enough to convey meaning with some precision.</li><li>Spelling is nearly always accurate.</li><li>Written in paragraphs and ideas are usually linked appropriately.</li><li>The style and tone are appropriate for an article. The reader is satisfied that a genuine attempt has been made to write an article for a school bulletin.</li></ul> |
| **C** <br> **13 – 15** | <ul><li>The language is largely accurate to communicate meaning clearly.</li><li>Simple structures are used without errors; mistakes may occur when more sophisticated structures are attempted.</li><li>Vocabulary is adequate to convey intended meaning although it may lack precision.</li><li>Sentences show some variations in length and structure although there may be repetition of sentence types.</li><li>Punctuation is generally accurate although errors may occur in more complex uses.</li><li>Written in paragraphs and attempts to link ideas are noticeable.</li><li>The style and tone may generally be appropriate for an article for a school bulletin.</li></ul> |

| Mark Range | Description of Criteria |
|---|---|
| **D**<br>**10 – 12** | • The language is sufficiently accurate for meaning to come through.<br>• There will be patches of clarity especially with simple structures.<br>• Mistakes will occur when more complex sentences are attempted.<br>• There may be some variety of sentence length and type but it may not enhance meaning or arouse interest.<br>• Vocabulary is adequate but lacks precision.<br>• Simple words are spelt correctly, but errors may occur when difficult words are used.<br>• Punctuation is generally correct but does not enhance meaning.<br>• Sentence separation errors may occur.<br>• Written in paragraphs which may show some unity in topic and attempts to use links.<br>• The style and tone may not be entirely appropriate for an article but some attempt has been made. |
| **E**<br>**7 – 9** | • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper precision.<br>• Some simple structures will be accurate but accuracy is not sustained.<br>• Vocabulary is limited but too simple to convey precise meaning.<br>• Simple words will usually be spelt accurately but mistakes will occur when more difficult words are used.<br>• Paragraphs are incorrectly linked or there may be no paragraphs at all. There may be some errors in sentence separation and punctuation.<br>• The style and tone are unlikely to be appropriate for an article. It may not show understanding of the detailed requirements of the task. |
| **U ( i )**<br>**4 – 6** | • Meaning is usually fairly clear.<br>• The reader feels that the correction of 'single word' errors may produce a piece of fairly accurate English, but high incidence of errors impedes reading.<br>• A few simple structures are used accurately.<br>• Vocabulary is limited to words that are inadequate to express meaning.<br>• Punctuation will sometimes be used correctly but sentence separation errors may occur.<br>• Paragraphs may not be used, or if used, lack planning.<br>• There may be frequent spelling errors.<br>• The style and tone are inappropriate for an article. |
| **U ( ii )**<br>**2 – 3** | • Sense will usually be decipherable, but multiple errors require re-reading and re-organizing before meaning becomes clear.<br>• Whole sections may make little or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but high density of errors affects tone and style. |

| Mark Range | Description of Criteria |
|---|---|
| **U ( iii )** <br><br> **0 – 1** | • Scripts in this category are almost entirely impossible to be recognized as pieces of English. <br> • Whole sections may make no sense at all or are lifted from the rubric. <br> • Award 1 mark if some sense can be obtained. <br> • The mark '0' should only be awarded if the article makes no sense at all from beginning to end. |

*NB* No script will fit into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, but should assess the article as a whole before deciding on any category.

## SECTION B: Continuous Writing

**MARKING SCHEME FOR Question 2**

**ASSESSMENT OBJECTIVES**

To test the candidate's ability to :

- produce a piece of continuous prose in accurate Standard English.
- respond relevantly and creatively to the task chosen.

### CATEGORY DESCRIPTION FOR THE ASSESSMENT OF CONTINUOUS WRITING

| Mark Range | Description of Criteria |
|---|---|
| **A**<br><br>**44 – 50** | • The language is entirely accurate other than occasional first draft slips.<br>• Sentence structure is varied and is used to achieve a particular effect.<br>• Vocabulary is wide and used with precision.<br>• Punctuation is accurate.<br>• Spelling is accurate.<br>• Paragraphs are well-planned, have unity and are linked.<br>• The topic is addressed with consistent relevance.<br>• The interest of the reader is aroused and sustained throughout. |
| **B**<br><br>**38 - 43** | • The language is accurate; occasional errors are either minor or first draft slips.<br>• Vocabulary is wide enough to convey meaning with some precision.<br>• Sentences show some variations of length and type.<br>• Punctuation is almost always accurate.<br>• Spelling is nearly always accurate.<br>• Paragraphs show some evidence of planning, have unity and are usually appropriately linked.<br>• The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition. |
| **C**<br><br>**32 -37** | • The language is largely accurate.<br>• Simple structures are used without errors; mistakes may occur when sophisticated structures are used.<br>• Vocabulary is wide enough to convey meaning but may lack precision.<br>• Sentences may show some variety of structures and length but there is a tendency to use one type of structure.<br>• Punctuation of simple structures is accurate but errors may occur in more complex usage.<br>• Simple words may be spelt correctly but errors may occur in more difficult words.<br>• The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained. |

| Mark Range | Description of Criteria |
|---|---|
| **D**<br><br>**26 -31** | • The language is sufficiently accurate to communicate meaning clearly.<br>• There will be patches of clear, accurate language, especially when simple vocabulary and structures are used.<br>• Vocabulary is usually adequate to show meaning but this is not developed to show precision.<br>• There is some variety of sentence type and length but the purpose is not clear.<br>• Punctuation is generally correct but does not clarify meaning.<br>• Simple words will be spelt correctly but more spelling errors will occur.<br>• Paragraphs are used but lack planning and unity.<br>• The topic is addressed with some relevance but composition lacks liveliness and interest value. |
| **E**<br><br>**20-25** | • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading.<br>• Some simple structures may be accurate, but accuracy is not sustained.<br>• Vocabulary is limited - too simple to convey meaning.<br>• Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading difficult.<br>• Paragraphs lack unity or organization.<br>• The subject matter will show some relevance to the topic.<br>• The high incidence of linguistic errors distracts the reader from any merit of content in the composition. |
| **U (i)**<br><br>**14 -19** | • Meaning is fairly clear but the high incidence of errors impedes reading.<br>• There will be many single word errors of various kinds throughout the script<br>• There will be very few accurate sentences.<br>• Frequent errors may affect understanding of the script.<br>• Sentences will be simple and very often repetitive.<br>• Punctuation will sometimes be used correctly but sentence separation errors may occur.<br>• Paragraphs lack unity or there may not be any paragraphs at all. |
| **U (ii)**<br><br>**8 -13** | • The script can still be understood but errors are multiple in nature. The reader has to read and re-read the script before it is understood.<br>• There may be only a few accurate but simple sentences.<br>• The content may be comprehensible, but the high incidence of linguistic errors makes meaning blur.<br>• This script may also be far short of the required number of words. |
| **U (iii)**<br><br>**0 - 7** | • Scripts are almost entirely impossible to read.<br>• Whole sections may make little or no sense at all.<br>• Where occasional patches of clarity occur, marks should be awarded.<br>• The mark '0' should only be given if the script makes no sense at all from the beginning to end or the candidate copies the question only. |

**NB** When assessing pieces of continuous writing, it is important to remember that the candidate is working within a strict time limit. No script will fit neatly into any one of categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics.