

MARK SCHEME TRIAL SPM 2019

PAPER 1

SECTION A: DIRECTED WRITING [35 MARKS]

a. FORMAT:- 3 MARKS

- | | | |
|------|------------------|--------|
| i. | Sender's address | 1 mark |
| ii. | Greeting | 1 mark |
| iii. | Closure | 1 mark |

b. CONTENT:- 12 MARKS

- | | | |
|---|---|--------|
| - | C1 – Loyal - stick with you | 1 mark |
| - | C2 – accepting- don't judge you | 1 mark |
| - | C3 – honest – let you see reality | 1 mark |
| - | C4 – caring– understands our problems | 1 mark |
| - | C5 – Positive – help you during ups and downs | 1 mark |
| - | C6 – Inspiring - teaches you to be better | 1 mark |
| - | C7 – Patient – always supports you | 1 mark |
| - | C8 – Comforting - make you feel safe | 1 mark |
| - | C9 – Watch movies | 1 mark |
| - | C10 – Go shopping together | 1 mark |
| - | C11 – Own idea – one way to strengthen bond | 1 mark |
| - | C12 – Own idea – one way to strengthen bond | 1 mark |

c. LANGUAGE:- 20 MARKS

MARKING METHOD:

1. Read the script and indicate all the errors of language by underlining word, phrase or punctuation where the mistake appears.
2. Place a tick (✓) for good appropriate vocabulary, structure and tone.
3. Award marks by referring to the criteria for marking language.

AWARDING MARKS FOR LANGUAGE:

***CANDIDATES NEED NOT USE EXACT WORDS GIVEN IN THE STIMULUS. HOWEVER, OWN LANGUAGE MUST CONVEY THE SAME MEANING.**

CRITERIA FOR MARKING SCHEME FOR DIRECTED WRITING LANGUAGE

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 - 20	<ul style="list-style-type: none"> • The language is accurate apart from occasional draft slips. • Sentence structure is varied and shows that the candidate is able to use sentence length and type to achieve an intended effect. • Vocabulary shows some sophistication and is used with precision. • Punctuation is correct. • Spelling is correct across the whole range of vocabulary used. • Paragraphs have unity. • The tone is appropriate.
B 16 - 18	<ul style="list-style-type: none"> • The language is almost accurate but there may be more minor of first draft slips. • Errors may also arise from more ambitious structures which are imperfectly understood. • Sentences show some variations in length and type, including the confident use of complex sentences. • Vocabulary is wide enough to show intended meaning. • Spelling is nearly always accurate. • The tone is informal and appropriate to the intended person. The reader is satisfied that a genuine attempt has been made.
C 13 - 15	<ul style="list-style-type: none"> • The language is largely accurate to communicate meaning clearly to the reader. • Simple structures are used without errors; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is adequate to convey intended meaning although it may not be sufficiently developed to achieve precision. • Sentences show some variety of length and structures although there is a tendency to repeat some sentence types, giving it a monotonous effect. • Punctuation is generally accurate although errors may occur in more complex uses. • Must be written in paragraphs which show some unity, although links may be absent or inappropriate. • Slang or formal language is used from time to time.
D 10 - 12	<ul style="list-style-type: none"> • The language is sufficiently accurate. • There will be patches of clarity particularly when simple structures are used. • Mistakes will occur when more complex sentences are used. • There may be some variety of sentence length and type but this may not be successful in enhancing meaning or arousing interest. • Vocabulary is adequate but lacks precision. • Simple words spelt correctly, but errors may occur when unfamiliar words are used. • Punctuation is generally correct but does not enhance or clarify meaning. • Sentence separation errors may occur. • Must be written in paragraphs which may show some unity in topic. Lapse in slang or formal language may occur consistently.

<p>E 7 - 9</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single errors are sufficiently frequent and serious to hamper precision and speed of reading. • Some simple structures will be accurate but accuracy is not sustained for long. • Vocabulary is limited and either too simple to convey precise meaning or are imperfectly understood. • Simple words will usually be spelt accurately but mistakes will occur when more difficult words are used. • Must have paragraphs but these lack unity and links are incorrectly used or the speech may not be paragraphed at all. There may be errors of sentences separation and punctuation. • The tone may be appropriate.
<p>U (i) 4 - 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear. • The reader feels that the correction of ‘single word’ errors may produce a piece of fairly accurate English, but the incidence of error is high and will definitely impede the reading. • Very few simple structures are used accurately. • Vocabulary may not extend beyond a simple range of words that are inadequate to express intended shades of meaning. • Paragraphs will sometimes be used correctly but sentence separation errors may occur. • Paragraphs may not be used, or if used, show a lack of planning. • There may be frequent spelling errors. • The style may not be appropriate.
<p>U (ii) 2 - 3</p>	<ul style="list-style-type: none"> • Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before meaning becomes clear • Whole sections may make little or no sense. • Unlikely to be more than one or two accurate sentences.
<p>U (iii) 0 - 1</p>	<ul style="list-style-type: none"> • Scripts in this category are entirely impossible to reorganise as pieces of English. • Whole sections may make no sense at all or are copied from the task. • Award ‘1’ mark if some sense can be obtained. • The mark ‘0’ should only be awarded if the composition makes no sense at all, from the beginning to the end.

SECTION B: CONTINUOUS WRITING [50 MARKS]

MARKING METHOD:

1. Each composition should be read slowly and carefully.
2. Underline all errors and place ticks (✓) to indicate good use of language or subject matter.
3. Assign the script to one of the levels of performance described. If the script meets all or nearly all the criteria given in the description. It should be placed at the top of the mark range for that level. On the other hand, a script that fits the description but is less complete in its coverage of the criteria should be placed at the bottom end of the mark range for that particular level.

CRITERIA FOR MARKING SCHEME FOR DIRECTED WRITING LANGUAGE

MARK RANGE	DESCRIPTION OF CRITERIA
<p align="center">A</p> <p align="center">44 – 50</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing.
<p align="center">B</p> <p align="center">38 – 43</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variations of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.
<p align="center">C</p> <p align="center">32 – 37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without errors; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of length and structures but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • 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.
<p align="center">D</p> <p align="center">26 – 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. • Punctuation is generally correct but does not clarify meaning.

	<ul style="list-style-type: none"> • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly, but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.
<p style="text-align: center;">E 20 – 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper precision and speed of reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.
<p style="text-align: center;">U (i) 14 – 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all.
<p style="text-align: center;">U (ii) 8 – 13</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words.
<p style="text-align: center;">U (iii) 0 – 7</p>	<ul style="list-style-type: none"> • Scripts in this category are entirely impossible to read. • Whole sections may make no sense at all. • Where occasional patches of clarity occur, marks should be awarded. • The mark '0' should only be given if the script makes no sense at all, from the beginning to the end.

PAPER 2:

SECTION A

- | | |
|------|-------|
| 1. D | 9. C |
| 2. D | 10. D |
| 3. C | 11. C |
| 4. A | 12. D |
| 5. C | 13. D |
| 6. B | 14. C |
| 7. D | 15. A |
| 8. C | |

SECTION B

16. network of friends
17. improve English skills
18. different education style
19. explore new culture
20. impress future employer
21. study abroad
22. college students
23. new culture
24. life-changing experience
25. an edge

SECTION C

26. useful learning tool (with great educational possibilities)
27. (a) watch YouTube/ play online games/ social networking/ instant messaging/ download movies and TV series
(b) watch YouTube/ play online games/ social networking/ instant messaging/ download movies and TV series
28. (a) i. fad
ii. his grades started deteriorating/ his behavior changed
(b) Mama sobbing / Papa's (growing) frustration
29. (a) because the first few days were (extremely) tough
(b) Internet addiction
30. **Accept any plausible answers **

31. Marks for Style and Presentation are awarded based on the average sum total (to the nearest rounded fraction/decimal) of Paraphrase and Use of English. Annotate as follows:

$$\begin{aligned}
 \text{Paraphrase} &= 5 \\
 \text{Use of English} &= \underline{4} \\
 9 \div 2 &= 4.5 = \underline{\underline{5 \text{ marks}}}
 \end{aligned}$$

STYLE AND PRESENTATION DESCRIPTORS SUMMARY

MARKS	<i>PARAPHRASE</i>	MARKS	<i>USE OF ENGLISH</i>
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrase the text - expression is secure - difficult phrases from text may be substituted 	5 Excellent	<ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation
4 Good	<ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure 	4 Good	<ul style="list-style-type: none"> - language is almost always accurate - serious errors will be isolated - some variation of sentences - punctuation accurate - spelling largely accurate
3 Fair	<ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure 	3 Fair	<ul style="list-style-type: none"> - language largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
1 Poor	<ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections copied 	1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors - hampers reading - fractured syntax / fragmented

Summary Content – Each point scores 1 mark. **Maximum: 10 marks**

C1	spent hours watching plethora of YouTube videos (online videos)	[Line 13]
C2	playing favourite online games	[Line 13 – 14]
C3	spending hours sitting in front of the bright screen	[Line 18]
C4	could not stop the compulsive need to surf the internet	[Line 19]
C5	realised it interfered with schoolwork	[Line 20]
C6	impacted personal and social life	[Line 20 – 21]
C7	Papa and Mama blaming each other for the addiction (idea of parents arguing due to addiction)	[Line 31 – 32]
C8	decided to conquer addiction	[Line 37 – 38]
C9	limit Internet usage to an hour a day	[Line 40 -41]
C10	attempt to hang out with friends	[Line 44]
C11	played football	[Line 45]
C12	helped with household chores	[Line 45]
C13	went for long walks	[Line 47]
C14	watched movies	[Line 47]
C15	able to kick the habit	[Line 48]

32. (a) she is a neat/ tidy/ simple/ elegant/ feminine lady

(b) she became old/ she is hunched due to old age/ she was dying/ she was sick

(c) because the persona could still reminisce the memories together with her/ his grandmother, she could still remember her grandmother vividly/ clearly

(d) Action: care for her well-being/ feed her/ bathe her/ cook for her

Reason: she cannot move for herself/ she cannot manage herself

**** Accept any plausible answers****

33.

1. Read the script carefully before deciding which band it best fits and the content mark it deserves. If the response meets all or nearly all the descriptors given in the bands, the response should be placed at the top level of the mark range for that particular band.
2. Then assess the quality of writing under the provision for LANGUAGE
3. The final mark will be expressed as CONTENT plus LANGUAGE and the total is shown in the right hand margin of the script.
4. No response will fit perfectly into any band but examiners must judge which level best fits the descriptors described in the bands.

CONTENT AND LANGUAGE DESCRIPTORS FOR NOVEL RESPONSE

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
9 -10	<ul style="list-style-type: none"> - a consistently relevant and convincing response to the task specified - always provides detailed and well-developed textual evidence 	5	<ul style="list-style-type: none"> - language is accurate - very well-organised
7 – 8	<ul style="list-style-type: none"> - response is relevant to the task specified - usually provides textual evidence with some development 	4	<ul style="list-style-type: none"> - language is largely accurate - well-organised
5 – 6	<ul style="list-style-type: none"> - response is intermittently relevant to the task specified - provides some textual evidence with little development 	3	<ul style="list-style-type: none"> - frequent errors but meaning is never in doubt - fairly well-organised
3 – 4	<ul style="list-style-type: none"> - response of little relevance to the task specified - little textual evidence 	2	<ul style="list-style-type: none"> - very frequent errors with blurring in meaning - poorly organised
1-2	<ul style="list-style-type: none"> - response has no relevance to the task specified - has no understanding of the requirements of the task 	1	<ul style="list-style-type: none"> - makes little or no sense at all - lacks organisation -

Note: The mark of 0 should only be awarded if

- the response is in a language other than English
- the response is not related to any of the novels