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TAHUN 2019
ENGLISH : PAPER 1
SECTION A : DIRECTED WRITING**

1. ALLOCATION OF MARKS

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

2. FORMAT AND CONTENT MARKS – 15 marks

<p>Format Marks</p> <ul style="list-style-type: none"> • 1-2 = 1 mark • 3-4 = 2 marks • 5-6 = 3 marks 	<p><u>Features of a Formal Letter</u></p> <ol style="list-style-type: none"> 1. Sender's Address 2. Receiver's Address 3. Date 4. Salutation 5. Title 6. Closing Yours Faithfully, Signature, Name in Capital Letters
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Content Marks

C1	high-rise building - fall	1 mark
C2	wild animal -bitten	1 mark
C3	boat - drown	1 mark
C4	oncoming train – hit	1 mark
C5	attention	1 mark
C6	low self-esteem	1 mark
C7	[own idea]	1 mark
C8	[own idea]	1 mark
C9	'no selfie' signage at dangerous locations	1 mark
C10	officials at strategic places	1 mark
C11	[own idea]	1 mark
C12	[own idea]	1 mark
Sub-total		12
GRAND TOTAL		15

Language – 20 marks

1. Marks are awarded for :
 - i. Accurate English
 - ii. Style and Tone (appropriate to task)
2. Read the script and indicate all errors of language by underlining the word, phrase or punctuation where the mistake appears.
3. Please tick for good appropriate vocabulary, structure and tone.
4. Award marks by referring to the criteria for marking language.

**CRITERIA FOR MARKING LANGUAGE
SECTION A : DIRECTED WRITING**

Mark Range	Description of Criteria
<p style="text-align: center;">A 19 - 20</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from the very occasional first 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 shows some sophistication and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs have unity and are well-linked. • The topic is addressed with consistent relevance. • The tone is appropriate for a formal letter.
<p style="text-align: center;">B 16 - 18</p>	<ul style="list-style-type: none"> • The language is almost always accurate; occasional errors are either minor or first draft slips. • Sentences show some variation of length and type, including some complex sentences. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Punctuation is almost always accurate and generally helpful to the reader. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, having unity and are linked appropriately linked. • The tone is appropriate for a formal letter.
<p style="text-align: center;">C 13 - 15</p>	<ul style="list-style-type: none"> • The language is largely accurate to communicate meaning clearly to the reader. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The tone is appropriate for a formal letter.
<p style="text-align: center;">D 10 - 12</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate. • There will be patches of clarity especially when simple structures are used (throughout the piece of writing). • Mistakes will occur when complex sentence structures are used. • There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest.

	<ul style="list-style-type: none"> • Vocabulary is adequate but may lack precision. • Punctuation is generally correct but it does not enhance or clarify meaning. • Sentence separation errors may occur. • Simple words are spelt accurately; errors may occur with unfamiliar words. • Paragraphs may show some in unity. • Lapses in slang or informal language may occur consistently.
E 7 - 9	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper speed of reading. • Some simple structures will be accurate but accuracy is not sustained for long. • Vocabulary is limited – too simple to convey meaning or imperfectly understood. • Simple words will usually be spelt accurately but mistakes occur with more difficult words. • Paragraphs lack unity and links are incorrectly used. • Errors occur in sentence separation and punctuation errors.
U(i) 4 - 6	<ul style="list-style-type: none"> • Meaning is fairly clear. • Correction of ‘single word’ errors may produce a fairly accurate English. • High incidence of errors impedes reading. • Few simple sentence structures are used accurately. • Vocabulary is limited – may not extend beyond a simple range of words; inadequate to express intended shades of meaning. • Punctuation is sometimes correct but sentence separation errors may occur. • Paragraphs show lack of planning. • Frequent spelling errors occur. • May not show understanding of the detailed requirements of the task.
U(ii) 2 - 3	<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 of the article may make little or no sense. • Unlikely to have more than one or two accurate sentences. • Content is comprehensible but tone and style is hidden by the high density of errors.
U(iii) 0 - 1	<ul style="list-style-type: none"> • Almost entirely impossible to recognise as pieces of English. • Whole sections of article may make no sense at all or copied from text. • Award ‘1’ mark if some sense is obtained. • The mark “0” should only be awarded if writing makes no sense at all.

SECTION B : CONTINUOUS WRITING

MARKING SCHEME FOR SECTION B

Marks are awarded as follows :

1. Assessment is based on impression.
2. Read and re-read the response, at the same time underline gross and minor errors.
3. Put insertion marks (∧) where errors occur.
4. Mark for good vocabulary or expressions by putting a merit tick () above such merits.
5. Fit the candidate's response against the most appropriate band having most of the criteria as found in the band. Refer to the upper or lower bands to the band already chosen to BEST FIT the student's response to the most appropriate band.
6. Justify the band and marks given, 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

Section B : Continuous Writing

Mark Range	Description of Criteria
A 44 - 50	<ul style="list-style-type: none">• The language is entirely accurate apart from the very occasional first 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 shows some sophistication and is used with precision Punctuation is accurate and helpful to the reader.• Spelling is accurate across the full range of vocabulary used Paragraphs have unity and more well-linked.• The topic is addressed with consistent relevance.• The interest of the reader is aroused and sustained throughout the writing.
B 38 - 43	<ul style="list-style-type: none">• The language is accurate; occasional errors are either minor or first draft slips.• Sentences show some variation and of length and type, including some complex sentences.• Vocabulary is wide enough to convey intended shades of meaning with some precision.• Punctuation is almost always accurate and generally helpful to the reader Spelling is nearly always accurate.• Paragraphs show some evidence of planning, having unity and are 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 writing.

<p>C 33 - 37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple sentences are used without error; mistakes may occur when more sophisticated structures are attempted. • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Punctuation of simple sentences is accurate on the whole but errors may occur in more complex uses. • Spelling of simple words may be accurate but errors occur when more sophisticated words are used. • Paragraphs may show some unity although some links may not be present or inappropriate. • The writing is relevant but may lack originality and planning. Topic is addressed with consistent relevance. • Some interest is aroused but not sustained.
<p>D 26 - 32</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate. • There will be patches of clarity especially when simple vocabulary and structures are used. • There may be some variety of sentence length and type but purpose is not seem clearly. • Vocabulary is adequate to show intended meaning but is not developed to show precision. • Punctuation is generally correct but it does not clarify meaning. • Simple words are spelt accurately, but more errors will occur Paragraphs used show lack of planning or unity. • The topic is addressed with some relevance but it may be lacking in liveliness and interest.
<p>E 20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate but accuracy is not sustained for long. • Vocabulary is limited - too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words will usually be spelt accurately but frequent mistakes make reading the script difficult. • Paragraphs lack unity and are poorly organised. • Writing shows some relevance to the topic but only partial treatment is given. • High incidence of errors – distracts reader from merits of content of the piece of writing.

<p>U(i) 14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear. • High incidence of errors impedes reading. • Many serious errors of various kinds throughout the script (single word) Very few accurate sentences – sentences are simple and often repetitive. • Frequent errors cause blurring. • Punctuation is sometimes correct but sentence separation errors may occur. • Paragraphs lack unity / may not have paragraphs at all.
<p>U(ii) 8 - 13</p>	<ul style="list-style-type: none"> • Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to read and re-read before the meaning becomes clear. • Only a few accurate simple sentences. • Content of writing is comprehensible but meaning is blurred due to high incidence of errors. • Scripts may be also far short of the required number of words.
<p>U(iii) 0 - 7</p>	<ul style="list-style-type: none"> • Almost entirely impossible to read / blurring. • Whole sections make little or no sense at all. • Award marks if some sense is obtained. • The mark “0” should only be awarded if the writing makes no sense at all.