

MODUL PENGESANAN BI PERCUBAAN SPM 2020
BAHASA INGGERIS KERTAS 1 – 1119/1
CADANGAN JAWAPAN KERTAS 1
MARKING SCHEME FOR PAPER 1

SECTION A: DIRECTED WRITING (35 MARKS)

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

FORMAT	Address	F1	1 mark
	Salutation (eg. Dear ..., Dearest ...)	F2	1 mark
	Signing off (eg. Yours ..., Love...)	F3	1 mark
	Total		3 marks

CONTENT	when was the campaign held	C1	1 mark
	who officiated the campaign	C2	1 mark
	reason why the campaign was important	C3	1 mark
	mass consumption of plastic	C4	1 mark
	pollutes rivers and oceans	C5	1 mark
	Enters food cycle	C6	1 mark
	ONE OWN IDEA – effect	C7	1 mark
	Carry reusable shopping bag	C8	1 mark
	ONE OWN IDEA – way	C9	1 mark
	Poster drawing competition	C10	1 mark
	Public speaking	C11	1 mark
	ONE OWN IDEA – activity	C12	1 mark
Total		12 marks	

AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

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

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 maybe 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 shoe, 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 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 style="text-align: center;">E 07 – 09</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 style="text-align: center;">U(i) 04 – 06</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 be appropriate.
<p style="text-align: center;">U(ii) 02 – 03</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-organize before meaning becomes clear • Whole sections may make little or no sense. • Unlikely to be more than one or two accurate sentences.
<p style="text-align: center;">U(iii) 00 – 01</p>	<ul style="list-style-type: none"> • Scripts in this category are entirely impossible to reorganize 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:

Each composition should be read slowly and carefully.

Underline all errors and place ticks (/) to indicate good use of language or subject matter.

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 CONTINUOUS WRITING LANGUAGE

MARK RANGE	DESCRIPTION OF CRITERIA
A 44 - 50	<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.
B 38 - 43	<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.
C 32 - 37	<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.
D 26 - 31	<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. • 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 compositions 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) 08 - 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 natures, 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) 00 - 07</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.

MODUL PENGESANAN BI PERCUBAAN SPM 2020

OKTOBER 2020 BAHASA INGGERIS KERTAS 2 – 1119/2 CADANGAN JAWAPAN KERTAS 2 MARKING SCHEME FOR PAPER 2

SECTION A: ST&GS & RATIONAL CLOZE (QUESTIONS 1 – 15)

NO	ANSWER	NO	ANSWER
1	D	9	C
2	C	10	B
3	A	11	A
4	C	12	D
5	B	13	B
6	A	14	C
7	C	15	D
8	A		

SECTION B: INFORMATION TRANSFER (QUESTIONS 16 – 25)

16	1.5 to 3
17	eat right through it
18	effects of certain food
19	Lifestyle
20	Esophagus
21	prevent gastric acid
22	more reflux
23	Obesity
24	do not smoke
25	abdominal area

SECTION C: READING COMPREHENSION (QUESTIONS 26 – 30)

NO.	ANSWERS	ACCEPTABLE LIFTING	MARK
26	Neither the writer nor her friend had gone on a hiking trip longer than 5 days (and now they were hiking for 14 days)	P1, L3	1 mark
27 (a)	Proof of the astonishing kindness of strangers	P2,L7	1 mark
27 (b)	I. A gentle mist when they started evolved into a downpour II. The trails were rugged with muddy patches	P2 L8-L11	2 mark
28 (a)	The muddy patches so deep that stepping in the wrong place meant (getting) mud to mid-calf / The muddy patches so deep that the mud spill over into their boots	P2 , L11	1 mark
28 (b)	<i>Choose any ONE from the following four</i> -We lounged on couches -Listening to CBC -Flipping through books -Speaking casually	P4 , L26-L27	1 mark
29 (a)	They will be soaked (again) in no time	P5, L30	1 mark
29 (b)	(They hiked through) (the) evergreens so thick, they couldn't see the ground at their feet.	P6, L36	1 mark
30	Accept any possible answer Activity: Family gathering / Family day / Picnic / Playing sports... etc. Reason: (To strengthen relationship); (Learn to tolerate each other); (Learn making group decision); (Learn to accept and respect other ideas) ...etc. (student must get the <u>activity correct</u> to merit 1 mark for the reason)	-	2 marks

31

CONTENT	10 marks
LANGUAGE	5 marks
TOTAL	15 marks

Content Points: Award 1 mark for each content point to a maximum of 10 marks

Obstacles Faced By The Writer And Her Friend		Lifting of lines
C1	A gentle mist when they started evolved into a downpour	L9
C2	The trails were rugged	L10
C3	Muddy patches so deep	L11
C4	(Hiked through) a series of trails stitched between communities, end up pounding on a considerable amount of pavement	L13 – L15
C5	Emerged from one trail looking like cats left in the rain	L15
C6	The rain still sheeted down and didn't relent	L28
C7	Evergreens so thick	L38
C8	Couldn't see the ground at their feet	L38
C9	The trails were in the worst shape	L42
The Human Goodness Shown By The Strangers		
C10	A woman and her parents took pity	L17
C11	An offer of a shower	L23
C12	Offer a hearty brunch	L23
C13	Boots and their sodden clothes got a warm tumble in the dryer	L24
C14	Enjoyed a beautiful dinner	L31
C15	Jenny made breakfast and packed it (Jenny made and packed breakfast for them)	L34

SECTION C: SUMMARY WRITING (Paraphrase and Use of English)

Marks for Style and Presentation are awarded based on the average sum total (to the nearest rounded fraction) of **Paraphrase** and **Use of English**.

Annotated as follows:

Paraphrase = 5
Use Of English = 4

$$\frac{9}{2} = 4.5 = 5 \text{ marks}$$

STYLES AND PRESENTATION DESCRIPTORS OF SUMMARY:

MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
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 and spelling accurate
4 Good	<ul style="list-style-type: none"> • Noticeable attempt to rephrase the text • Free from stretches if lifting • Expression is generally secure 	4 Good	<ul style="list-style-type: none"> • Language is always almost accurate • Serious errors will be isolated • Some variations of sentences • Punctuation and 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 frequently noticeable • Spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> • Total lifting of text but not a complete transcript • Attempt to substitute but only for single words • Irrelevant section more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is not in doubt • Serious errors more frequent • Simple structure accurate but not maintained • Spelling accurate • Some irrelevant parts
0-1 Poor	<ul style="list-style-type: none"> • More or less of the transcript of the text • No originality • Irrelevant section copied 	0-1 Poor	<ul style="list-style-type: none"> • Heavy frequency of errors • Hampers reading • Fractured syntax/fragmented

SECTION D: LITERATURE: POEM (QUESTION 32)

- a) his anger intensified / his anger grew / his anger keeps growing (*any other answer that has the idea of the anger not subsiding*)
- b) deceitful
- c) (He felt happy because) his foe (enemy) fell into his trap / ... his foe (enemy) died under the tree / ...his enemy has died / ...he has defeated his enemy (*any other answer that has similar sense / idea*)
- d) Do accept any logical answers.
The explanation should be able to clarify and support the action***

Examples of possible answer:

Action	Explanation
Stay away from him @ her	To ease the anger / To cool down
Apologise to him @ her / Say "sorry"	So that the anger will not grow
Talk to him @ her	To find out what the misunderstanding was and hence clear the misunderstanding

SECTION D: LITERATURE: NOVEL (QUESTION 33)

Marks awarded are as follows:

CONTENT : 10 marks
LANGUAGE : 05 marks
TOTAL : 15 marks

MARKING METHOD

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

Note:

The mark of '0' should only be awarded if:

- there is no understanding of the requirement(s) of the task
- the response is in language other than English
- there is no response

1 mark is awarded if student mentions something about the short story / drama
 QUESTION 33: Please refer to the band descriptors below deciding which band **BEST FITS** the mark for **CONTENT** and **LANGUAGE**

MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
9 – 10	<ul style="list-style-type: none"> • A consistently relevant and convincing response to the task specified • Main and supporting ideas are relevant to specified task • Always provides <u>detailed and well developed textual evidence</u> 	5	<ul style="list-style-type: none"> • Language – accurate, with very occasional slips • Occasional minor errors – first draft slips • Sentence structure – varied • Punctuation – accurate and helpful • Spelling – secure throughout response • Very well-organized
7 – 8	<ul style="list-style-type: none"> • Response is relevant to specified task • Main and supporting ideas are mostly relevant to specified task • Usually provides <u>textual evidence with some development</u> 	4	<ul style="list-style-type: none"> • Language – largely accurate • Sentence structure – some variations • Punctuation-accurate and generally helpful • Spelling – largely secure • Well-organized
5 – 6	<ul style="list-style-type: none"> • Response has some relevance or is only intermittently relevant to specified task • Provides <u>some textual evidence with little development</u> 	3	<ul style="list-style-type: none"> • Language – almost always accurate • Meaning is never in doubt BUT errors are becoming more frequent • Punctuation-accurate and helpful • Spelling-mostly secure • Fairly well-organized
3 – 4	<ul style="list-style-type: none"> • Response of little relevance or is barely relevant to specified task • <u>Little textual evidence</u> 	2	<ul style="list-style-type: none"> • Language – Frequent errors with some blurring in meaning • Sentence structure – simple structures accurate but not sustained • Punctuation – usually correct • Spelling – nearly always secure • Poorly organized
1 – 2	<ul style="list-style-type: none"> • Response shows no understanding of specified task • Response has <u>very little relevance to the task</u> 	1	<ul style="list-style-type: none"> • Language – serious errors, heavy frequency • Makes little or no sense at all • Sentence structure – rampant fractured syntax • Spelling mostly inaccurate • Lacks organization

SKEMA JAWAPAN TAMAT

READING MATERIALS FOR QUESTION 33 (NOVEL: CAPTAIN NOBODY)

Some **possible** events that can be used (exploited) AND developed further to answer question 33 (Novel)

CHAPTER 1

Newt is preparing breakfast for his family when he comes across an article of his brother in the Sports section of the local newspaper. At first, Newt is eager to show the article to Dad but he is held down when the phone rings. On the other hand, Mom is also busy receiving a call from their neighbour. Newt gets frustrated as both of his parents have not touched their breakfast. To make himself feel useful, Newt goes upstairs to wake his brother up. Annoyed with Newt's bellow/shout, Chris throws a pillow at him but ends up hitting the floor hard.

CHAPTER 6

Newt is still searching for an idea for his Halloween and he is running out of time. By noon, Newt is still clueless about his costume and he decides not to celebrate Halloween. He then falls asleep when sketching his latest fantasy superhero character. Mom is already home when Newt wakes up. After peeping at Mom holding his brother's sweatshirt, Newt asks if there is anything that he can do to cheer her up. But Newt is told that he could do nothing for the moment. Speechless by Mom's words, he decides to prove that he is useful in such stressful situation. Just before he can cheer Mom up by wearing his brother's football jersey, she has already left home for the hospital

CHAPTER 9

When Newt arrives at his house after he and his friends go out to celebrate Halloween together, he finds that his mother has already slept. He is a little bit disappointed because he wants to show his Halloween costume to her. Just before he falls asleep, Newt reassures himself by saying that he is not supposed to be anybody, he is Captain Nobody

CHAPTER 10

Newt's school mates and teachers could not accept the way he dressed up for school one day. He tries to look for his school outfit and after he fails to find an appropriate one, he goes to school with the Captain Nobody's costume. There are mixed reactions from his classmates; some make fun of him wearing the outfit although Cecil and JJ show support for him. A few of his classmates starts mocking him. This has been brought to the Principal's attention. Mrs. Young jumps into a conclusion that Newt is having a hard time coping with his brother's latest condition and reports that Newt insists of being called Captain Nobody. After that, a more heated discussion is going on after the school counsellor and nurse join in and later on, the principal finally tells Newt that Captain Nobody is welcomed in the school.

CHAPTER 14

Once a football hit at the back of Newt's head while he is trying his walkie talkie with Cecil and JJ. It comes from the students in the seventh grade and one particular kid named Ricky Ratner approaches Newt in a non-friendly manner. Ricky, who happens to be Reggie's cousin, wants Newt to make everyone know that Reggie is not the culprit of the Big Tackle that leads to Chris falls into coma. Things are about to get uglier during the heated conversation between Ricky and Newt when suddenly all of the fourth graders stand up for Newt, Cecil and JJ. Before the crowd disperses, the confrontation ends with a threat from Ricky for Newt.

CHAPTER 11

Newt's best friend JJ and Cecil seem to be taking advantage on his 'transformation' as Captain Nobody for their own benefit. For example, in chapter 11 when Cecil wants Captain Nobody to help him to take out a bass drum from a dumpster. In difficulty, Captain Nobody has to climb up the dumpster even though he is always afraid of height.

CHAPTER 15

Newt's best friend JJ and Cecil seem to be taking advantage on his 'transformation' as Captain Nobody for their own benefit for example JJ called for Captain Nobody's help just because JJ cannot get herself over with the spelling and grammar mistakes found on the cardboard signs at Mr. Sullivan's jewellery store. She has tried talking to the Sullivan but she is ignored by the couple. JJ insists that Captain Nobody can make a difference if he goes in and talk to the owners. Captain Nobody steps into the store where he can clearly see Mr. and Mrs. Sullivan at the far end with their only customer. Afraid that he is interrupting their business, Captain Nobody wants to leave the store but the couple insists that they will be hearing anything from him. Captain Nobody cannot believe his eyes as he stares at the customer's sweatshirt because he is holding a gun inside of the pocket. Before the robber flees the scene, he threatens Captain Nobody not to report the incident to the authority or something bad will happen to him.