

Gerak Gempur Percubaan SPM Tingkatan 5 2024
Marking Scheme

Part 1 – email

| Content Points | Suggested answer |
|---|--|
| C1 : What theme should be chosen for the party? | <p>- Around The World Decorate with globes, maps, and postcards from various places, and serve food from different cuisines.</p> <p>- Garden Party Host the farewell in a beautiful garden setting with flowers, plants, and nature-inspired décor. It’s a serene and elegant way to say goodbye.</p> <p>- Superhero Send-off Celebrate the teacher as the superhero they are, with comic book-inspired decorations, capes, and “superhero awards” for their teaching superpowers.</p> <p>- ACCEPT ANY SUITABLE ANSWER</p> |
| C2 : What activities should be done during the party? | <p>- Memory Sharing Session</p> <p>- Farewell Video Montage</p> <p>- Teacher Trivia Game</p> <p>- Group performance</p> <p>- ACCEPT ANY SUITABLE ANSWER</p> |
| C3 : What farewell gift for the teacher to show appreciation? | <p>- Personalised diary</p> <p>- notebook</p> <p>- engraved pen</p> <p>- customized tote bag</p> <p>- photo album</p> <p>- ACCEPT ANY SUITABLE ANSWER</p> |

Part 2 – Guided writing

| Content Points | Suggested answer |
|---|--|
| C1 : Describe what is cyberbullying | <ul style="list-style-type: none">- cyberbullying is when someone uses the internet, social media, or any digital technology to hurt, embarrass, or harass another person.- This can include mean comments, spreading rumors, sharing private information without permission, sending threatening messages, or creating fake profiles to impersonate someone.- cyberbullying can happen anytime and anywhere because it takes place online, making it harder to escape.- ACCEPT ANY SUITABLE DESCRIPTION |
| C2 : Explain how cyberbullying is bad for teenagers' health | <ul style="list-style-type: none">- It can affect their mental health. Being targeted by cyberbullying can lead to intense feelings of anxiety, sadness, and hopelessness. The constant exposure to hurtful messages or comments can wear down a teenager's self-esteem and lead to depression.- Low Self-Esteem: Constant negative comments and harassment can make teenagers question their self-worth, leading to a drop in self-esteem. They might start believing the negative things said about them, which can affect their confidence and how they see themselves.- Sleep Problems: The stress and anxiety caused by cyberbullying can lead to difficulties falling asleep or staying asleep, resulting in sleep deprivation. Lack of sleep can further impact a teenager's ability to focus and function during the day.- ACCEPT ANY SUITABLE ANSWER |
| C3 : Ways to curb cyberbullying | <ul style="list-style-type: none">- Education Programs: Schools can implement programs that educate students about the dangers of cyberbullying, its impact, and how to respond if they or someone they know is targeted.- Peer Support Groups: Create support groups where students can share their experiences and offer advice to each other in a safe environment.- Blocking and Reporting: Encourage the use of blocking and reporting features on social media and messaging apps to prevent bullies from continuing their harassment- ACCEPT ANY SUITABLE ANSWER |

Part 3 – Extended Writing

Question 3 – Articles

| Content Points | Suggested answer |
|---|--|
| C1 : What is the preferred e-sports game? | <ul style="list-style-type: none">- Fortnite - Fortnite’s fast-paced battle royale format, creative building mechanics, and regular updates with new content make it a favorite.- League of legends - This strategy-based Multiplayer Online Battle Arena game is known for its competitive scene, complex gameplay, and large community. The thrill of team-based battles and continuous learning curve appeals to teens who enjoy strategy and teamwork.- Minecraft - Minecraft’s creative and survival modes allow for competitive play, especially in custom mini-games. Its flexibility, creativity, and endless possibilities make it a hit among teens. <p>- ACCEPT ANY SUITABLE ANSWER</p> |
| C2 : How do e-sports help in teenager’s personal development? | <ul style="list-style-type: none">- Working with Others: Many e-sports games require players to work closely with teammates to achieve a common goal. This fosters a sense of cooperation, communication, and understanding of different roles within a team.- Leadership Skills: Teens often take on leadership roles within their teams, learning how to motivate, strategize, and guide others toward success.- Balancing Commitments: Serious gamers often need to balance their gaming time with school, extracurricular activities, and social life. This encourages better time management and prioritization skills. <p>- ACCEPT ANY SUITABLE ANSWER</p> |
| C3 : What are the challenges of participating in e-sports? | <ul style="list-style-type: none">- Time management issue - managing the time spent on gaming while balancing schoolwork, extracurricular activities, and social life. The addictive nature of some games can lead to excessive playtime, which may interfere with academic performance and other responsibilities.- Physical health concern - Spending long hours playing e-sports can lead to a sedentary lifestyle, which may contribute to issues such as obesity, poor posture, and repetitive strain injuries like carpal tunnel syndrome. <p>- ACCEPT ANY SUITABLE ANSWER</p> |

Question 4 – Report

| Content Points | Suggested answer |
|---|--|
| C1 : Details on the theme park and its facilities | Students may touch on details like <ul style="list-style-type: none">- Theme and concept, size and layout , history of the park Facilities : <ul style="list-style-type: none">- dining options, shopping options, rest areas - ACCEPT ANY SUITABLE ANSWER |
| C2 : Activities that take place at the theme park | <ul style="list-style-type: none">- Riding the attractions,- special events, live shows and parades- shopping for souvenirs- Taking photos and videos - ACCEPT ANY SUITABLE ANSWER |
| C3 : Suggestions on how to make visits to the park more enjoyable | Plan ahead <ul style="list-style-type: none">- buy tickets in advance, do research, arrive early Dress comfortably <ul style="list-style-type: none">- wear comfortable shoes, dress for the weather , bring backpack for essentials Use fast passes option <ul style="list-style-type: none">- spend more to skip the queue on popular rides - ACCEPT ANY SUITABLE ANSWER |

Question 5 - Story

C1 : The story begins with :

At that moment, I had never felt so lost and scared at the same time in my entire life.

C2 : Description of the event that took place

C3 : An element of friendship

(ACCEPT ANY SUITABLE ANSWER)

PART 1: INFORMAL MESSAGE

| SCORE | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----------|--|---|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately. | Uses simple connectors and a limited number of cohesive devices appropriately. | Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 4 | Performance shares features of Scores 3 and 5 | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Produces a text that communicates simple ideas in simple ways. | Text is connected using basic, high frequency connectors. | Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times |
| 2 | Performance shares features of Scores 1 and 3 | | | |
| 1 | Irrelevances and/or misinterpretation of the task may be present. Target reader is minimally informed. | Produces isolated short units about simple and concrete matters, not always communicating successfully. | Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion. | Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control. |
| 0 | Content is totally irrelevant. Target reader is not informed. | Performance below Score 1 | | |

PART 2: GUIDED WRITING

| SCORE | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----------|--|--|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas appropriately | Text is generally well-organised and coherent, using a variety of cohesive devices. | <p>Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p> |
| 4 | Performance shares features of Scores 3 and 5 | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately. | Uses simple connectors and a limited number of cohesive devices appropriately. | <p>Uses basic vocabulary appropriately.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p> |
| 2 | Performance shares features of Scores 1 and 3 | | | |
| 1 | Irrelevances and/or misinterpretation of the task may be present. Target reader is minimally informed. | Produces a text that communicates simple ideas in simple ways. | Text is connected using basic, high frequency connectors. | <p>Uses basic vocabulary reasonably.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Target reader is minimally informed. Errors may impede meaning at times.</p> |
| 0 | Content is totally irrelevant. Target reader is not informed. | Performance below Score 1 | | |

PART 3: EXTENDED WRITING

| SCORE | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----------|--|--|--|--|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes. | Text is well-organised and coherent, using a variety of cohesive devices with generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors and slips may be present. |
| 4 | Performance shares features of Scores 3 and 5 | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task to hold the reader's attention and communicate straightforward ideas appropriately | Text is generally well-organised and coherent, using a variety of cohesive devices. | Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 2 | Performance shares features of Scores 1 and 3 | | | |
| 1 | Irrelevances and/or misinterpretation of the task may be present. Target reader is minimally informed. | Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately. | Uses simple connectors and a limited number of cohesive devices appropriately | Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 0 | Content is totally irrelevant. Target reader is not informed. | Performance below Score 1 | | |

PERATURAN PEMARKAHAN TAMAT