



MODUL PENINGKATAN PRESTASI TINGKATAN 5
TAHUN 2014
MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)

MODUL 2
BAHASA INGGERIS
KERTAS 1
Satu Jam Empat Puluh Lima Minit

JANGAN BUKA MODUL INI SEHINGGA DIBERITAHU

Arahan

1. Modul ini mengandungi **dua** bahagian.
2. Jawab **kedua-dua** bahagian.
3. Anda dinasihatkan supaya mengambil masa 45 minit untuk menjawab soalan dalam **Bahagian A** dan 1 jam untuk menjawab soalan dalam **Bahagian B**.

Instructions

1. This module consists of **two** sections.
 2. Answer **both** sections.
 3. You are advised to spend about 45 minutes on **Section A** and 1 hour on **Section B**.
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Modul ini mengandungi 3 halaman bercetak

Section A : Directed Writing

[35 marks]

[Time suggested : 45 minutes]

You represented your school in a youth camp. Write a **report** on the camp to be given to your teacher advisor of Interact Club based on the notes you had made.

- objectives
 - future leaders
 - harmonious nation
- ice breaking
 - likes and dislikes
- talk on career guidance
 - scholarship and job opportunities
- question and answer session
 - issues related to youths
- cultural night
 - traditional dances
- benefits
 - confidence
 - teamwork

When writing the **report**, you should remember to:

- address the report to your teacher advisor
- provide a title
- include your name
- use **all** the notes given

Note :

For your report, you will receive up to 15 marks for the format and content points, and up to 20 marks for the quality of your writing.

Section B : Continuous Writing

[50 marks]

[Time suggested : One hour]

Write a composition of about 350 words on one of the following topics:

- 1 Parents should allow children to make their own decisions. Discuss.
- 2 Describe a day when you were locked out.
- 3 On time
- 4 If you were a superhero, what would you do to make the world a better place?
- 5 Write a story beginning with : “ It was a warm night and I ...”

KERTAS SOALAN TAMAT

PAPER 1**SECTION A – DIRECTED WRITING****Maximum Marks**

Content	15 marks
Language	20 marks

Total 35 marks

Detailed Marking Instructions

FORMAT	3 MARKS
CONTENT	12 MARKS
LANGUAGE	20 MARKS

TOTAL 35 MARKS

Format:	3 Marks	F1	Recipient	1 mark
		F2	Title	1 mark
		F3	Reported by NAME	1 mark
Content:	12 Marks	C1	future leaders	1 mark
		C2	harmonious nation	1 mark
		C3	ice breaking	1 mark
		C4	likes and dislikes	1 mark
		C5	talk on career guidance	1 mark
		C6	scholarship and job opportunities	1 mark
		C7	question and answer session	1 mark
		C8	issues related to youths	1 mark
		C9	cultural night	1 mark
		C10	traditional dances	1 mark
		C11	confidence	1 mark
		C12	teamwork	1 mark
Language	20 marks	Marks are awarded for: (i) Accurate English (ii) Style and tone appropriate to the task Refer to the criteria for marking language		

DIRECTED WRITING: CRITERIA FOR MARKING LANGUAGE

Mark Range	Description
A 19 – 20	Language accurate with maybe occasional first draft slips. Varied sentence structures in length and type. Some apt sophisticated vocabulary. Punctuation and spelling accurate. Paragraphs well-linked and show unity. Style and tone appropriate.
B 16 – 18	Language almost always accurate. Errors arise because of attempt to use more ambitious structures. Varied sentence structures. Wide vocabulary and spelling nearly always accurate. Paragraphs appropriately linked. Style and tone generally appropriate.
C 13 – 15	Language largely accurate. Simple structures used without errors. Mistakes may occur when more sophisticated structures are attempted. Adequate vocabulary. Punctuation generally accurate. Paragraphs show some unity. Style and tone fairly appropriate.
D 10 – 12	Language sufficiently accurate. Meaning comes through clearly. Patches of clarity seen when simple structures used. Mistakes creep in when complex structures are attempted. Adequate vocabulary but not so apt. Spelling errors when difficult words used. Inappropriate linkers may be used. Style and tone not always appropriate.
E 7 – 9	Sufficiently frequent errors hamper speed of reading but meaning never in doubt. Some simple accurate structures but accuracy not sustained. Limited vocabulary. Correct spelling of simple words. Paragraphs lack unity and incorrect use of linkers. Style and tone may not be appropriate.
U(i) 4 – 6	Frequent, serious errors but meaning fairly clear. High incidence of errors impedes reading. A few simple structures used accurately. Limited vocabulary. Frequent spelling and punctuation errors. On the whole lacks planning. Style and tone inappropriate.
U(ii) 2 – 3	Multiple errors that make the reader to re-read and reorganise before meaning becomes clear. Whole sections may make little or no sense. Hardly any accurate sentences, maybe one or two. Vocabulary very limited.
U(iii) 0 – 1	Almost impossible to recognise as pieces of English. May make no sense at all. '0' is awarded only when no sense at all from beginning to end.

Section B : Continuous Writing
Maximum : 50 marks

CRITERIA FOR ASSESSMENT

Grade	Mark Range	Descriptors
A	44 – 50	Language entirely accurate. Maybe occasional first draft slips. Varied sentence structures in length and type. Vocabulary wide and apt. Punctuation and spelling accurate. Paragraphs well-planned and well-linked. Topic addressed with consistent relevance. Interest aroused and sustained throughout.
B	38 – 43	Language accurate. Occasional errors are either minor or first draft slips. Vocabulary wide and used quite aptly. Sentences show some variation. Punctuation accurate. Spelling almost always accurate. Paragraphs show some planning. Interest aroused and sustained throughout most of the composition.
C	32 – 37	Language largely accurate. Accurate simple structures but errors may occur when more sophisticated structures are attempted. Vocabulary wide but not so apt. Tendency to use one type of structure giving a monotonous effect. Correct spelling of simple words but errors occur when spelling difficult words. Paragraphs may show some unity but links may be absent. Interest aroused but not sustained.
D	26 – 31	Language sufficiently accurate. Meaning clear. Patches of clarity when simple vocabulary and structures are used. Some varieties of sentence type and length. Adequate vocabulary. More spelling errors will occur. Paragraphs lack unity and planning. Composition lacks liveliness and interest value.
E	20 – 25	Meaning never in doubt but errors hamper reading. Simple structures may be accurate. Limited vocabulary. Frequent mistakes in spelling and punctuation. Paragraphs lack unity. Partial treatment of subject matter.
U(i)	14 – 19	Limitation of subject matter due to lack of linguistic skills. Meaning fairly clear. Many serious errors, mainly of one-word type. Communication established but errors may cause blurring. Sentences simple and often repetitive. There may be no paragraphs.
U(ii)	8 – 13	Errors multiple in nature, requiring the reader to read and re-read before being able to understand. High incidence of error makes meaning blur. Maybe short of required number of words. Able to get some sense.
U(iii)	0 – 7	Script almost entirely impossible to read. Full of multiple-word errors. Whole sections may make little or no sense. Where occasional patches of clarity occur, marks should be awarded. “0” is awarded only if no sense at all from beginning to end.