

**SULIT**

**1119/1**

**Bahasa Inggeris**

**Kertas 1**

**Ogos 2015**

**1 ¾ jam**

**NO KAD PENGENALAN**

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Nama Pelajar : .....

Tingkatan : .....



**MAJLIS PENGETUA SEKOLAH MALAYSIA (MPSM)**  
**CAWANGAN KELANTAN**

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**PEPERIKSAAN PERCUBAAN SPM**  
**2015**

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**BAHASA INGGERIS**  
**KERTAS 1**

Masa : Satu Jam Empat Puluh Lima Minit

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**JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU**

**Arahan :**

1. Kertas soalan ini mengandungi dua bahagian: **Bahagian A** dan **Bahagian B**.
2. Jawab **kedua-dua** bahagian.
3. Jawapan anda hendaklah ditulis di dalam buku jawapan yang disediakan. Sekiranya ruang jawapan tidak cukup, sila dapatkan helaian tambahan daripada pengawas peperiksaan.

**Instructions :**

1. This question paper consists of two sections: **Section A** and **Section B**.
2. Answer **both** sections.
3. Your answer must be written in the answer booklet provided. If spaces in the booklet are insufficient, please request for additional answer sheets from the invigilator.

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Kertas soalan ini mengandungi 3 halaman bercetak.

[ **Lihat Sebelah**

**SULIT**

( 2 )

**1119/1**

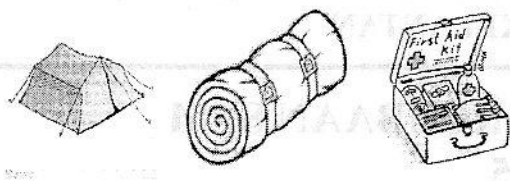



**Section A: Directed Writing**

[35 marks]

[Time suggested: 45 minutes]

You attended a seminar organised by the state's Co-curriculum Unit on what to do when going camping. Your teacher advisor has asked you to give a **talk** to the students in your school to prepare them for the school annual camping.

Use the notes given below to prepare for the **talk** :

<p><b>Necessary camping equipment</b></p>  <ul style="list-style-type: none"><li>• tent</li><li>• first-aid kit</li><li>• sleeping bag</li></ul>	<p><b>Cooking utensils</b></p>  <ul style="list-style-type: none"><li>• pots and pans</li><li>• knife</li></ul>
<p><b>Group activities</b></p>  <ul style="list-style-type: none"><li>• jungle trekking</li><li>• abseiling</li><li>• canoeing</li></ul>	<p><b>Safety measures</b></p>  <ul style="list-style-type: none"><li>• night watch</li><li>• camp rules</li></ul>

When preparing the text for the **talk**, you must remember to:

- greet your audience
- mention the purpose of the talk
- end your talk appropriately
- include **all** the points given
- give **two** benefits of camping

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

[ Lihat Sebelah  
**SULIT**

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1119/1

**Section B: Continuous Writing**

[50 marks]

[Time suggested: One hour]

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

- 1 Describe your feelings when you received an unexpected gift.
- 2 Online shopping
- 3 The effects of natural disasters.
- 4 Write a story about having to make a sacrifice. End your story with :  
“...It was a good deed.”
- 5 ‘Time is gold’  
Describe a situation when you realised the importance of time.

**KERTAS SOALAN TAMAT**



**MAJLIS PENGETUA SEKOLAH MALAYSIA (MPSM)  
CAWANGAN KELANTAN**

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**PEPERIKSAAN PERCUBAAN SPM  
2015**

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**BAHASA INGGERIS  
KERTAS 1 & 2**

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*UNTUK KEGUNAAN PEMERIKSA SAHAJA*

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**SKEMA  
PEMARKAHAN**

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| Lihat Sebelah

**PAPER 1119/1**

**SECTION A : DIRECTED WRITING**

This question is assessed as follows:

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

NO	FORMAT	MARK
F1	Greeting	1 Mark
F2	Purpose of the talk	1 Mark
F3	Ending	1 Mark

NO	CONTENT	MARK
C1	tent	1 Mark
C2	first-aid kit	1 Mark
C3	sleeping bag	1 Mark
C4	pots and pans	1 Mark
C5	knife	1 Mark
C6	jungle trekking	1 Mark
C7	abseiling	1 Mark
C8	canoeing	1 Mark
C9	night watch	1 Mark
C10	camp rules	1 Mark
C11	benefit one	1 Mark
C12	benefit two	1 Mark



**LANGUAGE (20 marks) : Please refer to the marking criteria below**

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b>  19 – 20	<p><b>Language</b> - entirely accurate apart from very occasional first draft slips.</p> <p><b>Sentence structure</b> - varied and various types of sentences are used.</p> <p><b>Vocabulary</b> - wide and used with precision.</p> <p><b>Punctuation</b> - accurate and helpful to the reader.</p> <p><b>Spelling</b> - accurate across the full range of vocabulary used.</p> <p><b>Paragraphs</b> - well-planned, have unity and are linked.</p> <p><b>Topic</b> - addressed with consistent relevance.</p> <p><b>Interest</b> of the reader - aroused and sustained throughout the writing.</p> <p><b>Tone</b> - appropriate for a talk.</p>	<b>B</b>  16 - 18	<p><b>Language</b> - accurate with occasional errors</p> <p><b>Vocabulary</b> - wide enough and used with some precision.</p> <p><b>Sentences</b> - show some variation of length and type, with some complex sentences.</p> <p><b>Punctuation</b> - almost always accurate and generally helpful.</p> <p><b>Spelling</b> - nearly always accurate.</p> <p><b>Paragraphs</b> - show some evidence of planning and have unity Relevant to the <b>topic</b>.</p> <p><b>Interest</b> of the reader - aroused and sustained.</p> <p><b>Paragraphs</b> - show some unity and are usually linked appropriately.</p> <p><b>Tone</b> - appropriate for a talk.</p>
<b>C</b>  13 - 15	<p><b>Language</b> - largely accurate. Simple structures - used without error; mistakes are found in more sophisticated structures.</p> <p><b>Vocabulary</b> - wide enough but may lack precision.</p> <p><b>Sentences</b> - may show some variety of structure and length but may be monotonous.</p> <p><b>Punctuation</b> of simple structures - accurate</p> <p>Simple words - may be <b>spelt</b> correctly</p> <p><b>Paragraphs</b> - may show some unity although links may be absent or inappropriate.</p> <p><b>Interest of the reader</b> - aroused but not sustained.</p> <p><b>Tone</b> - mostly appropriate for a talk</p>	<b>D</b>  10 - 12	<p><b>Language</b> - sufficiently accurate, of clear <b>language</b> when simple vocabulary and structures are used.</p> <p>Some variety of <b>sentence</b> type and length</p> <p><b>Punctuation</b> - generally correct but does not clarify meaning.</p> <p><b>Vocabulary</b> - usually adequate to show intended meaning.</p> <p>Simple words - <b>spelt</b> correctly but more spelling errors will occur.</p> <p><b>Paragraphs</b> - used but show lack of planning and unity.</p> <p>Lacking in liveliness and <b>interest value</b>.</p> <p>Lapses in <b>tone</b> may be a feature.</p>
<b>E</b>  7 - 9	<p><b>Meaning</b> - never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</p> <p>Some simple <b>structures</b> - may be accurate, but not sustained for long.</p> <p><b>Vocabulary</b> is limited – too simple to convey precise meaning.</p> <p>Simple words - <b>spelt</b> correctly but frequent mistakes in spelling and punctuation.</p>	<b>U (i)</b>  4 - 6	<p><b>Meaning</b> - fairly clear but high incidence of errors will definitely impede the reading.</p> <p>Many serious errors of various kinds</p> <p>Very few accurate sentences.</p> <p>Frequent errors - may cause blurring.</p> <p><b>Sentences</b> - simple and very often repetitive.</p> <p><b>Punctuation</b> - sometimes used correctly.</p> <p><b>Paragraphs</b> - lack unity or there may not be any paragraphs at all.</p>

	<p>High incidence of linguistic errors.</p> <p><b>Paragraphs</b> - lack unity or are haphazardly arranged.</p> <p><b>Tone</b> - may be inappropriate for a talk.</p>		<p>Frequent <b>spelling</b> errors.</p> <p><b>Tone</b> - may not be appropriate for a talk.</p>
<p>U(ii)</p> <p>2 - 3</p>	<p>Errors - multiple in nature, requiring the reader to read and re-read to understand.</p> <p><u>Few accurate but simple <b>sentences</b>.</u></p> <p><b>Content</b> - may be comprehensible, but the incidence of linguistic error is high.</p> <p><b>Content</b> - comprehensible, but its <b>tone</b> is hidden by the density of errors.</p>	<p>U(iii)</p> <p>0 - 1</p>	<p>Almost entirely <b>impossible</b> to read.</p> <p>May make little or no <b>sense</b> at all or are copied from the task.</p> <p>Marks should be awarded where <u>occasional patches of clarity occur</u></p> <p>Award '1' mark - if some sense can be obtained.</p> <p>'0' mark - only be awarded if the talk makes no sense at all from beginning to end.</p>

## SECTION B : CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b> 44 -50	<p><b>Language</b> - entirely accurate apart from very occasional first draft slips.</p> <p><b>Sentence structure</b> - varied and used to achieve a particular effect.</p> <p><b>Vocabulary</b> - wide and is used with precision.</p> <p><b>Punctuation</b> - accurate and helpful to the reader.</p> <p><b>Spelling</b> - accurate across the full range of vocabulary used.</p> <p><b>Paragraphs</b> - well-planned, have unity and are linked.</p> <p><b>Topic</b> - addressed with consistent relevance.</p> <p><b>Interest</b> of the reader - aroused and sustained throughout the writing.</p>	<b>B</b> 38 - 43	<p><b>Language</b> - accurate; occasional errors are either minor or first draft slips.</p> <p><b>Vocabulary</b> - wide enough to convey intended shades of meaning with some precision.</p> <p><b>Sentences</b> - show some variation of length and type with some complex sentences.</p> <p><b>Punctuation</b> - almost always accurate and generally helpful.</p> <p><b>Spelling</b> - nearly always accurate.</p> <p><b>Paragraphs</b> - show some evidence of planning, have unity and are usually appropriately linked.</p> <p>Relevant to the <b>topic</b>.</p> <p><b>Interest</b> of the reader - aroused and sustained through most of the writing.</p>
<b>C</b> 32 - 37	<p><b>Language</b> - largely accurate.</p> <p><b>Simple structures</b> - used without error; mistakes - in more sophisticated structures.</p> <p><b>Vocabulary</b> - wide enough but may lack precision.</p> <p><b>Sentences</b> - may show some variety of structure and length but rather monotonous</p> <p><b>Punctuation</b> - accurate on the whole but errors may occur in more complex uses.</p> <p><b>Spelling</b> of simple words - may be correct, errors - more sophisticated word.</p> <p><b>Paragraphs</b> - may show some unity, but links may be absent or inappropriate. <b>Relevant</b> but may lack originality and planning.</p> <p>Some <b>interest</b> is aroused but not sustained.</p>	<b>D</b> 26 - 31	<p><b>Language</b> - sufficiently accurate. Patches of clear, accurate language. Simple <b>vocabulary</b> and structures are used.</p> <p>Some variety of <b>sentence type</b> and length. <b>Punctuation</b> - generally correct.</p> <p><b>Vocabulary</b> - usually adequate to show intended meaning.</p> <p>More <b>spelling</b> errors will occur.</p> <p><b>Paragraphs</b> - used but show lack of planning or unity.</p> <p><b>Topic</b> - addressed with some relevance.</p> <p>Lacking in liveliness and <b>interest</b> value.</p>
<b>E</b> 20 - 25	<p>Meaning - never in doubt, but single word <b>errors</b> are sufficiently frequent and serious to hamper reading.</p> <p>Some simple <b>structures</b> - may be accurate, but unlikely to sustain accuracy.</p> <p><b>Vocabulary</b> is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood.</p> <p>Frequent mistakes in <b>spelling</b></p> <p><b>Punctuation</b> errors - make reading the</p>	<b>U(i)</b> 14 - 19	<p>Meaning - fairly clear but the high incidence of <b>errors</b> will impede reading.</p> <p>Many serious errors of various kinds. ( <b>single word type</b>, i.e. they could be corrected without rewriting the whole sentence.)</p> <p>Very few accurate sentences.</p> <p>Frequent errors may cause <b>blurring</b>.</p> <p><b>Sentences</b> - simple and very often repetitive.</p> <p><b>Punctuation</b> - used correctly but</p>



	<p>script difficult.</p> <p><b>Paragraphs</b> - lack unity or are haphazardly arranged.</p> <p>Some <b>relevance</b> to the topic but only a partial treatment is given.</p> <p>High incidence of linguistic errors – may be distracting to the reader.</p>		<p>sentence separation errors may occur.</p> <p><b>Paragraphs</b> – lack unity or there may not be any paragraphs at all.</p>
<p><b>U(ii)</b></p> <p><b>8 - 13</b></p>	<p><b>Some sense but errors are multiple</b> (reader has to read and re-read before being able to understand.)</p> <p>Only <u>a few accurate but simple sentences</u>. Content - may be comprehensible, but the incidence of linguistic error is so high as to make <b>meaning blur</b>.</p> <p>May also be far short of the required number of words.</p>	<p><b>U(iii)</b></p> <p><b>0 – 7</b></p>	<p>Almost entirely impossible to read. Whole sections may <b>make little or no sense at all</b>.</p> <p>Marks – awarded where occasional patches of clarity occur.</p>