

SULIT

**AUG
2017**



**PROGRAM PEMANTAPAN PRESTASI TINGKATAN 5
TAHUN 2017
MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)**

SKEMA PEMARKAHAN

**BAHASA INGGERIS
KERTAS 1 DAN 2**

MODUL 1

1119/1
1119/2

SULIT

OVERALL ASSESSMENT OF PAPERS 1 AND 2

PAPER 1

85 marks

PAPER 2

70 marks

155 marks

$$\text{PERCENTAGE} = \frac{\text{COMBINED TOTAL OF PAPERS 1 \& 2}}{155} \times 100\%$$

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	Addressed to the principal	1 mark
		F2	Title of the report	1 mark
		F3	Name	1 mark
Content:	12 Marks	C1	Duration	1 mark
		C2	Number of participants	1 mark
		C3	Aim : develop students' potential and character	1 mark
		C4	Objective 1 : train students to work as a team	1 mark
		C5	Objective 2 : [students' own idea]	1 mark
		C6	Group leader	1 mark
		C7	Time taken to reach the peak	1 mark
			Challenges encountered	
		C8	Challenge 1 : slippery trail	1 mark
		C9	Challenge 2 : [student's own idea]	1 mark
			Activities carried out at the peak	
		C10	Activity 1 : camping	1 mark
		C11	Activity 2 : [student's own idea]	1 mark
		C12	Activity 3 : [student's own idea]	1 mark

Language 20 Marks

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 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.

PAPER 2**SECTION A**

- | | |
|----|---|
| 1 | A |
| 2 | C |
| 3 | D |
| 4 | A |
| 5 | C |
| 6 | A |
| 7 | D |
| 8 | D |
| 9 | D |
| 10 | B |
| 11 | B |
| 12 | B |
| 13 | D |
| 14 | C |
| 15 | D |

SECTION B

- | | |
|----|--|
| 16 | Bintulu |
| 17 | fully-paid trip to the pro skateboarding event in Europe |
| 18 | Fuad Saifullah |
| 19 | RM800 |
| 20 | 32 |
| 21 | inaugural |
| 22 | Bukit Kiara Skate Park in Kuala Lumpur |
| 23 | Czech Republic |
| 24 | challenge / competition |
| 25 | the 2020 Olympics |

Note: 1. Capital is mandatory for questions 16, 18,22 and 23
Award '0' for spelling errors if the word is taken from
the rubric.

SECTION C

- 26 (a) school holidays stretched ahead/ he could get the soccer ball for Christmas.
Permissible Lifting : [The school holidays stretched ahead and at Christmas he could get the soccer ball he longed for.] (lines 4-5)
- 27 (a) farming/ he farmed/ he planted vegetables/ he managed his family's vegetable plot [Accept other reasonable answer]
- (b) Because he believed that there would be no crocodiles in shallow water.
Permissible Lifting : [the water where they crossed was too shallow for crocodiles] (lines 11 – 12)
- 28 (a) The crocodile was behind him.
No Permissible Lifting
- 29 (a) (i) He was too shocked./ He wanted to escape from the crocodile.
 [Accept other reasonable answer]
- (ii) hauled
- (b) hopeful/ relieved/ grateful / thankful [Accept any other reasonable positive answers]
- (c) Because the fourth reed was embedded deep in the crocodile's throat./ The crocodile was choking./ The crocodile could not breathe.

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Action	Tafadzwa immediately took Tapiwa to the hospital
Reason	Tapiwa was badly injured/ To get treatment

[Accept any other reasonable answer]

SUMMARY: CRITERIA FOR STYLE AND PRESENTATION

Mark	PARAPHRASE	Mark	USE OF ENGLISH
5	A sustained attempt to re-phrase text. Expression is secure. Allowance given for phrases / words lifted from text that are difficult to substitute.	5	Very occasional first draft slips. Language is accurate. Varied sentence structures. Use of original complex syntax. Punctuation and spelling accurate.
4	A noticeable attempt to re-phrase text. Free from stretches of concentrated lifting. Expression generally sound.	4	Language almost always accurate. Isolated serious errors. Some varied structures. Sentences may include original complex syntax. Punctuation and spelling nearly always accurate.
3	Intelligent and selective lifting. Limited attempts to re-phrase. Expression may not always be secure.	3	Language is largely accurate. Simple structures tend to dominate. Noticeable serious errors but not frequent. Sentences that show some varieties and complexities will generally be lifted from the text. Punctuation and spelling largely accurate.
2	Wholesale copying of text material, not a complete transcript of the original. Own language limited to single word substitution. Irrelevant sections more frequent.	2	More frequent serious errors but meaning never in doubt. Simple structures but accuracy not sustained. Simple punctuation and spelling of simple words largely accurate. Irrelevant or distorted details might destroy sequence in places.
1	More or less a complete transcript of the text. Random transcription of irrelevant parts of text.	1	Heavy frequency of serious errors. Fractured syntax. Poor punctuation and spelling. Errors impede reading.

Note:

Mark for style and presentation (Language) $L = \frac{\text{Mark for P} + \text{Mark for UE}}{2}$

Example: $L = 3 + 4 = 7/2 = 3 \frac{1}{2} = 4$

SECTION D

- 32 (a) his friend and foe [Both answers are mandatory] [1 mark]
 (b) insincerity [Accept any other reasonable answer] [1 mark]
 (c) *My foe outstretched beneath the tree.* [1 mark]
 (d) (i) Action: Practice meditation [1 mark]
 [Accept any other reasonable answer]
 (ii) Reason: to release anger in a calm manner [1 mark]
 [Accept any other reasonable answer]

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Guidelines for marking Question 33

- Response** - 10 marks (Refer to the band descriptors for response)
Language - 5 marks (Refer to the band descriptors for language)

RESPONSE (10 marks)

Score	Band Descriptors
9-10	Response is relevant to the task specified and is well-supported with evidence from the text. Main and supporting ideas are relevant to the task specified. Ideas presented clearly, well-organised and easily understood.
7-8	Response is relevant to the task specified and is usually supported with evidence from the text. Main and supporting ideas are mostly relevant to the task specified. Ideas presented fairly clear, and easily understood.
5-6	Response is likely to be intermittently relevant to the task specified. The response is supported with some evidence from the text. Writing contains some ideas that are relevant to the task specified. Ideas presented generally clear and can be understood.
3-4	Response may be barely relevant to the task specified. The response is unlikely to have textual support. Writing barely contains ideas that may be relevant to the task specified. Ideas presented may be difficult to understand.
0-2	Has barely any understanding of the requirements of the task. Writes in a disorganized way. No coherence. Has no understanding of the task. Response provided in language other than English or no response.

LANGUAGE (5 MARKS)

Score	Band Descriptors
5	Apart from occasional slips, language is always accurate. Sentence structure is varied. Punctuation is accurate. Spelling is secure.
4	Language is almost always accurate. Unnoticeable serious errors may occur. Punctuation is accurate. Spelling is nearly always secure.
3	Language largely accurate. Simple structures tend to dominate. Noticeable serious errors may occur when more complex structures are attempted. Punctuation is largely accurate. Spelling is mostly secure.
2	Meaning is not in doubt. Serious errors become more frequent. Very simple structures used but accuracy is not sustained. Simple punctuation is usually correct. Spelling of simple words accurate. Irrelevant or distorted details destroy the sequence.
1	Heavy frequency of serious errors impedes reading. Fractured syntax is rampant. Punctuation falters. Spelling mostly inaccurate.