

**SKEMA PEMARKAHAN**  
**PEPERIKSAAN PERCUBAAN**  
**TINGKATAN 5**  
**BAHASA INGGERIS 1119**  
**Kertas 1 dan 2**

**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**

<b>NO</b>	<b>FORMAT</b>	<b>MARK</b>
<b>F1</b>	Sender's address	1 Mark
<b>F2</b>	Any appropriate greeting / salutation e.g. Dear ...	1 Mark
<b>F3</b>	Any appropriate closing e.g. Your cousin, / Yours truly, / Yours lovingly, / Love,	1 Mark

**Note**

Yours sincerely,  
Yours faithfully,



Not acceptable as a closing because it is for formal letters only

<b>NO.</b>	<b>CONTENT</b>	<b>MARK</b>
<b>C1</b>	study hours: longer	1 Mark
<b>C2</b>	study hours: follow hostel rules	1 Mark
<b>C3</b>	homework: do on your own	1 Mark
<b>C4</b>	homework: discuss in groups	1 Mark
<b>C5</b>	internet access: unlimited	1 Mark
<b>C6</b>	internet access: limited	1 Mark
<b>C7</b>	social interaction: parents and siblings	1 Mark
<b>C8</b>	social interaction: many friends	1 Mark
<b>C9</b>	outing: anytime	1 Mark
<b>C10</b>	outing: once a fortnight	1 Mark
<b>C11</b>	your opinion – which place is better	1 Mark
<b>C12</b>	reason for your choice	1 Mark

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

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<p><b>A</b></p> <p><b>19 – 20</b></p>	<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 an informal letter.</p>	<p><b>B</b></p> <p><b>16 - 18</b></p>	<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 an informal letter.</p>
<p><b>C</b></p> <p><b>13 - 15</b></p>	<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 structures 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 an informal letter.</p>	<p><b>D</b></p> <p><b>10 - 12</b></p>	<p><b>Language</b> - sufficiently accurate, of clear language when simple vocabulary and structures are used. 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. Lacking in liveliness and <b>interest value</b>.</p> <p>Lapses in <b>tone</b> may be a feature of an informal letter.</p>

<p><b>E</b> <b>7 - 9</b></p>	<p><b>Meaning</b> - never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. Some simple <b>structures</b> - may be accurate, but not sustained for long. <b>Vocabulary</b> is limited – too simple to convey precise meaning. Simple words - <b>spelt</b> correctly but frequent mistakes in spelling and punctuation. High incidence of linguistic errors. <b>Paragraphs</b> - lack unity or are haphazardly arranged. <b>Tone</b> - may be inappropriate for an informal letter.</p>	<p><b>U (i)</b> <b>4 - 6</b></p>	<p><b>Meaning</b> - fairly clear but high incidence of errors will definitely impede the reading. Many serious errors of various kinds Very few accurate sentences. Frequent errors - may cause blurring. <b>Sentences</b> - simple and very often repetitive. <b>Punctuation</b> - sometimes used correctly. <b>Paragraphs</b> - lack unity or there may not be any paragraphs at all. Frequent <b>spelling</b> errors. <b>Tone</b> - may not be appropriate for an informal letter.</p>
<p><b>U(ii)</b> <b>2 - 3</b></p>	<p><b>Errors</b> - multiple in nature, requiring the reader to read and re-read to understand. Few accurate but simple <b>sentences</b>. <b>Content</b> - may be comprehensible, but the incidence of linguistic error is high. Content – the letter is comprehensible, but its <b>tone</b> is hidden by the density of errors.</p>	<p><b>U(iii)</b> <b>0 - 1</b></p>	<p>Almost entirely <b>impossible</b> to read. May make little or no <b>sense</b> at all or are copied from the task. Marks should be awarded where occasional patches of clarity occur Award '1' mark - if some sense can be obtained. '0' mark - only be awarded if the letter makes no sense at all from beginning to end.</p>

**SECTION B: CONTINUOUS WRITING**

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<p><b>A</b> 44 -50</p>	<p><b>Language</b> - entirely accurate apart from very occasional first draft slips.  <b>Sentence structure</b> - varied and used to achieve a particular effect.  <b>Vocabulary</b> - wide and is used with precision.  <b>Punctuation</b> - accurate and helpful to the reader.  <b>Spelling</b> - accurate across the full range of vocabulary used.  <b>Paragraphs</b> - well-planned, have unity and are linked.  <b>Topic</b> - addressed with consistent relevance.  <b>Interest</b> of the reader - aroused and sustained throughout the writing.</p>	<p><b>B</b> 38 - 43</p>	<p><b>Language</b> - accurate; occasional errors are either minor or first draft slips.  <b>Vocabulary</b> - wide enough to convey intended shades of meaning with some precision.  <b>Sentences</b> - show some variation of length and type with some complex sentences.  <b>Punctuation</b> - almost always accurate and generally helpful.  <b>Spelling</b> - nearly always accurate.  <b>Paragraphs</b> - show some evidence of planning, have unity and are usually appropriately linked.  Relevant to the <b>topic</b>.  <b>Interest</b> of the reader - aroused and sustained through most of the writing.</p>
<p><b>C</b> 32 - 37</p>	<p><b>Language</b> - largely accurate.  <b>Simple structures</b> - used without error; mistakes - in more sophisticated structures.  <b>Vocabulary</b> - wide enough but may lack precision.  <b>Sentences</b> - may show some variety of structure and length but rather monotonous  <b>Punctuation</b> - accurate on the whole but errors may occur in more complex uses.  <b>Spelling</b> of simple words - may be correct, errors - more sophisticated word.  <b>Paragraphs</b> - may show some unity, but links may be absent or inappropriate. <b>Relevant</b> but may lack originality and planning.  Some <b>interest</b> is aroused but not sustained.</p>	<p><b>D</b> 26 - 31</p>	<p><b>Language</b> - sufficiently accurate. Patches of clear, accurate language.  Simple <b>vocabulary</b> and structures are used.  Some variety of <b>sentence type</b> and length. <b>Punctuation</b> - generally correct.  <b>Vocabulary</b> - usually adequate to show intended meaning.  More <b>spelling</b> errors will occur.  <b>Paragraphs</b> - used but show lack of planning or unity.  <b>Topic</b> - addressed with some relevance.  Lacking in liveliness <b>and interest</b> value.</p>

<p><b>E</b> <b>20 - 25</b></p>	<p>Meaning - never in doubt, but single word <b>errors</b> are sufficiently frequent and serious to hamper reading. Some simple <b>structures</b> - may be accurate, but unlikely to sustain accuracy. <b>Vocabulary</b> is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. Frequent mistakes <b>in spelling</b> <b>Punctuation</b> errors - make reading the script difficult. <b>Paragraphs</b> - lack unity or are haphazardly arranged. Some <b>relevance</b> to the topic but only a partial treatment is given. High incidence of linguistic errors – may be distracting to the reader.</p>	<p><b>U(i)</b> <b>14 - 19</b></p>	<p>Meaning - fairly clear but the high incidence of <b>errors</b> will impede reading. Many serious errors of various kinds. (single <b>word type</b>, i.e. they could be corrected without rewriting the whole sentence.) Very few accurate sentences. Frequent errors may cause <b>blurring</b>. Sentences - simple and very often repetitive. <b>Punctuation</b> - used correctly but sentence separation errors may occur. <b>Paragraphs</b> – lack unity or there may not be any paragraphs at all.</p>
<p><b>U(ii)</b> <b>8 - 13</b></p>	<p><b>Some sense</b> but <b>errors are multiple</b> (reader has to read and re-read before being able to understand.) Only a <b>few accurate</b> but simple sentences. Content - may be comprehensible, but the incidence of linguistic error is so high as to make <b>meaning blur</b>. May also be far short of the required number of words.</p>	<p><b>U(iii)</b> <b>0 – 7</b></p>	<p>Almost entirely impossible to read. Whole sections may <b>make little or no sense at all</b>. Marks – awarded where occasional patches of clarity occur.</p>

PAPER 1119/2

**Section A (15 marks)**

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

**Section B (10 marks)**

NO.	ANSWER	MARKS
16	Life Looks Brighter Outside	1
17	JRIM, Kelantan / JRIM / Kelantan	1
18	9 days / 9 to 17 July 2017 / 9 – 17 July 2017	1
19	8.00 am to 4.30 pm / 8.00 am – 4.30 pm	1
20	Monday to Friday / Monday - Friday	1
21	13 to 18 (only) Note:Do not accept 13 - 18	1
22	RM120	1
23	Skytrek Adventure	1
24	tropical / unique	1
25	www.adventure@jrim.com Note: No full stop after the website address	1

**Section C (25 marks)**

NO.	ANSWER	MARK	REF.	REMARK
26	( West Australia's) Rottnest Island	1	Line 4	Do not accept <u>West Australia</u> only
27	(a) swamp peppermint <b>and</b> other greens	1	Line 10	Both ideas must be mentioned in order to get 1 mark
28	(a) (i) habitat destruction	1	Line 16	
	(ii) a kind of rat as big as a common cat	1	Lines 18-19	
	(b) They can be seen roaming freely on the streets	1	Lines 20 - 21	The whole sentence has to be copied correctly
29	(a) by snatching snacks from the children's fingers./when the animals snatch snacks from the children's fingers	1	Lines 40 - 41	
	(b) (i) Foxes	1	Line 43	Do not accept <u>fox</u> (singular form)
	(ii) conservationists	1	Line 49	Do not accept <u>conservationist</u> (singular form)
30	Suggested answers i. Feed them ii. Give them shelter iii. Join awareness campaigns iv. Do not buy products made of animal skin v. Organise Save Wildlife campaign	2		Accept any suitable answers



**Question 31 (Summary)**

**Content : 10 marks**  
**Style and Presentation : 5 marks**  
**TOTAL : 15 MARKS**

**SUMMARY CONTENT**

Maximum: 10 Marks

NO.	ANSWER	ASPECT	LINES
1.	habitat destruction	danger	16
2.	human development	danger	16-17
3.	not to touch them	human	25
4.	because it is illegal.	human	25
5.	no hugging the animals	human	26
6.	visitors not to feed the quokkas	human	27
7.	the bread that sticks between their teeth can cause an infection	danger	29-30
8.	called lumpy jaw	danger	30
9.	cause premature death	danger	32
10.	human activities	danger	42
11.	foxes have begun to hunt quokkas for food	danger	43 - 44
12.	animals like foxes and wild cats	danger	45
13.	land clearing	danger	45
14.	the risk of fire	danger	45-46
15.	disease	danger	46

## LANGUAGE DESCRIPTORS FOR SUMMARY

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> <li>• There is a sustained attempt to rephrase the text language.</li> <li>• Allow phrases from the text which are difficult to substitute.</li> <li>• Expression is secure.</li> </ul>	5	<ul style="list-style-type: none"> <li>• The language is accurate.</li> <li>• Any occasional slips or minor errors.</li> <li>• Very well organised and coherent throughout.</li> <li>• Marked ability to use original complex structures.</li> </ul>
4	<ul style="list-style-type: none"> <li>• There is noticeable attempt to rephrase the text.</li> <li>• The summary is free from stretches of concentrated lifting.</li> <li>• Expression is generally sound.</li> </ul>	4	<ul style="list-style-type: none"> <li>• The language is largely accurate.</li> <li>• Serious errors are not frequent although they are noticeable.</li> <li>• Well-organised and coherent in most parts.</li> <li>• Some ability to use original compound / complex structures.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Limited attempt to rephrase the text.</li> <li>• Intelligent and selective lifting. i.e. when groups of words are combined with own words.</li> <li>• Expression may not always be secure but the attempt to substitute will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>• The language is sufficiently accurate.</li> <li>• Serious errors are becoming more frequent.</li> <li>• Fairly well-organised and coherent in some parts.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Wholesale copying of text material, i.e. in chunks.</li> <li>• Attempts to substitute with own language will be limited to single word expression.</li> <li>• Irrelevant sections of the text may be present at this level.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Meaning is not in doubt.</li> <li>• Frequent serious errors.</li> <li>• Poorly organised and lacks coherence.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Mindless lifting.</li> <li>• More or less a complete transcript of the text.</li> <li>• Originality barely noticeable.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Heavy frequency of serious errors, impeding the reading in many places.</li> <li>• Fractured syntax is much more pronounced at this level.</li> <li>• Incoherent.</li> </ul>

### How to award marks for Language:

Example :

Paraphrase : 4 } 7/2

Use of English : 3 = 3.5 → **4 marks**

**Section D (20 marks)**

NO.	ANSWER	MARK	REMARK
(a)	The leader/ captain/ commander/ chief	1	
(b)	Possible answers: i. Theirs not to make reply ii. Theirs not to reason why iii. Theirs but to do and die  Accept any ONE of the lines.	1	If the students give more than <b>one</b> line- award "0" mark
(c)	Possible answers: i. They were attacked by the enemies ii. They were injured iii. They died iv. They rode into the jaws of Death v. They rode into the mouth of Hell  Accept other reasonable answers		Students are allowed to lift from the poem
	Possible answers: i. Be patriotic ii. Appreciate the natural resources iii. Value the history of the country for the new generation iii. Be loyal to one's country  Accept other reasonable answers		

**Novel (15 marks)**

**33**    **Content** : 10 marks  
           **Language**: 5 marks  
           **Total**    : 15 marks

**BAND FOR MARKING QUESTION 33 (NOVEL)**

<b>MARK RANGE</b>	<b>CONTENT</b>	<b>MARK RANGE</b>	<b>LANGUAGE</b>
<b>9 - 10</b>	<ul style="list-style-type: none"> <li>• an <b>always relevant</b> response to the task</li> <li>• almost always provides <b>detailed and well developed textual evidence</b></li> <li>• maintains a <b>consistent and convincing</b> point of view</li> <li>• students can <b>relate the characters with evidence</b> mentioned for them</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• accurate</li> <li>• very well-organised</li> <li>• easily understood</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>• a <b>relevant</b> response to the task</li> <li>• usually <b>provides textual evidence</b></li> <li>• maintains a <b>consistent</b> point of view</li> <li>• <b>convincing</b> point of view and <b>with some development</b></li> <li>• students can <b>relate the characters with some evidence</b></li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• largely accurate</li> <li>• well-organised</li> <li>• easily understood</li> </ul>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• an <b>intermittently relevant</b> response to the task</li> <li>• provides <b>little textual evidence</b></li> <li>• point of view is <b>consistent in parts</b></li> <li>• students can <b>relate the characters with little evidence</b></li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• frequent errors but meaning is not in doubt</li> <li>• fairly organised</li> <li>• can be understood</li> </ul>
<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• a response of <b>very little relevance</b> to the task</li> <li>• <b>hardly any textual evidence</b></li> <li>• point of view is <b>difficult to establish</b></li> <li>• <b>mere mention</b> of characters</li> <li>• more towards <b>narration</b></li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• some blurring in meaning</li> <li>• poorly organised</li> <li>• generally difficult to understand</li> </ul>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• shows <b>barely any understanding</b> of the requirement(s) of the task</li> <li>• point of view is <b>not established</b></li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• makes little or no sense at all</li> <li>• lacks organisation</li> <li>• difficult to understand</li> </ul>

**Note:** The mark of '0' should be awarded if

- the response is in a language other than English
- the response is not related to any of the novels

**SKEMA PEMARKAHAN TAMAT**