

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

2

PAPER 1119/1
SECTION A: DIRECTED WRITING

This question is assessed as follows:

FORMAT : 2 marks
CONTENT : 13 marks
LANGUAGE : 20 marks
TOTAL : 35 marks

NO	FORMAT	MARK
F1	Title	1 Mark
F2	Name of the writer/ By/ Written by/ Prepared by/ From... Note: Don't accept – Reported by	1 Mark

NO.	CONTENT	MARK	REMARK
C1	objective	1	Do not accept 'to create awareness of environmental protection'
C2	plant trees	1	
C3	organise talks	1	
C4	hold cleanliness campaigns	1	
C5	turn off lights for an hour	1	
C6	compost food waste	1	
C7	opinion about the activities in school	1	
C8	recycle old newspapers, books and magazines	1	Only award mark when all three items are mentioned.
C9	save water	1	
C10	use paper bags	1	
C11	give donations	1	
C12	join competitions about environment	1	
C13	opinion about the activities by the students	1	

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

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
A 19 – 20	<p>Language - entirely accurate apart from very occasional first draft slips.</p> <p>Sentence structure - varied and various types of sentences are used.</p> <p>Vocabulary - wide and used with precision.</p> <p>Punctuation - accurate and helpful to the reader.</p> <p>Spelling - accurate across the full range of vocabulary used.</p> <p>Paragraphs - well-planned, have unity and are linked.</p> <p>Topic - addressed with consistent relevance.</p> <p>Interest of the reader - aroused and sustained throughout the writing.</p> <p>Tone - appropriate for an article.</p>	B 16 - 18	<p>Language - accurate with occasional errors</p> <p>Vocabulary - wide enough and used with some precision.</p> <p>Sentences - show some variation of length and type, with some complex sentences.</p> <p>Punctuation - almost always accurate and generally helpful.</p> <p>Spelling - nearly always accurate.</p> <p>Paragraphs - show some evidence of planning and have unity.</p> <p>Relevant to the topic.</p> <p>Interest of the reader - aroused and sustained.</p> <p>Paragraphs - show some unity and are usually linked appropriately.</p> <p>Tone - appropriate for an article.</p>
C 13 - 15	<p>Language - largely accurate.</p> <p>Simple structures - used without error, mistakes are found in more sophisticated structures.</p> <p>Vocabulary - wide enough but may lack precision.</p> <p>Sentences - may show some variety of structures and length but may be monotonous.</p> <p>Punctuation of simple structures - accurate.</p> <p>Simple words - may be spelt correctly.</p> <p>Paragraphs - may show some unity although links may be absent or inappropriate.</p> <p>Interest of the reader - aroused but not sustained.</p> <p>Tone - mostly appropriate for an article.</p>	D 10 - 12	<p>Language - sufficiently accurate, of clear language when simple vocabulary and structures are used.</p> <p>Some variety of sentence type and length.</p> <p>Punctuation - generally correct but does not clarify meaning.</p> <p>Vocabulary - usually adequate to show intended meaning.</p> <p>Simple words - spelt correctly but more spelling errors will occur.</p> <p>Paragraphs - used but show lack of planning and unity.</p> <p>Lacking in liveliness and interest value.</p> <p>Lapses in tone may be a feature of an article.</p>

E 7 - 9	<p>Meaning - never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</p> <p>Some simple structures - may be accurate, but not sustained for long.</p> <p>Vocabulary is limited - too simple to convey precise meaning.</p> <p>Simple words - spelt correctly but frequent mistakes in spelling and punctuation.</p> <p>High incidence of linguistic errors.</p> <p>Paragraphs - lack unity or are haphazardly arranged.</p> <p>Tone - may be inappropriate for an article.</p>	U (i) 4 - 8	<p>Meaning - 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>Sentences - simple and very often repetitive.</p> <p>Punctuation - sometimes used correctly.</p> <p>Paragraphs - lack unity or there may not be any paragraphs at all.</p> <p>Frequent spelling errors.</p> <p>Tone - may not be appropriate for an article.</p>
U(ii) 2 - 3	<p>Errors - multiple in nature, requiring the reader to read and re-read to understand.</p> <p>Few accurate but simple sentences.</p> <p>Content - may be comprehensible, but the incidence of linguistic error is high.</p> <p>Content - the article is comprehensible, but its tone is hidden by the density of errors.</p>	U(iii) 0 - 1	<p>Almost entirely impossible to read.</p> <p>May make little or no sense at all or are copied from the task.</p> <p>Marks should be awarded where occasional patches of clarity occur.</p> <p>Award '1' mark - if some sense can be obtained.</p> <p>0' mark - only be awarded if the article makes no sense at all from beginning to end.</p>

SECTION B: CONTINUOUS WRITING

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

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

PAPER 1119/2

Section A (15 marks)

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

Section B (10 marks)

NO.	ANSWER	REMARK	MARK
16	medicinal (purposes)	interchangeable	1
17	health (purposes)		1
18	Choose only two of the following: - aromatherapy - household cleaning products - personal beauty care - natural medicine treatment	• one answer is for one blank	1
19			1
20	volatile aromatic oil(s)		1
21	Tea tree		1
22	Lemon		1
23	Peppermint		1
24	Lavender		1
25	Peppermint		1

Section C (25 marks)

NO.	ANSWER	MARK	REFERENCE (LINES)	REMARK
26	(a) to her mother's house	1	2 - 4	Allow lifted sentence "One night.....down from her own."
27	(a) because he was wrapped in a parka	1	6 - 7	Allow lifted sentence "Looking behind ... was the wolf."
	(b) brave/courageous/protective/daring determined/not scared/not nervous (accept any other plausible answer)	1	11 - 12	No lifting is allowed.
28	(a) To get the animal's/bear's attention	1	14 - 15	No lifting is allowed.
	(b) slapped/charged	1	17/20	
29	(a) Simon (a fellow teacher)	1	25 - 26	Do not accept 'a fellow teacher' only
	(b) (i) Jessie (ii) Lydia's mother (answers are interchangeable)	1 1	36 - 37	
30	Possible suggestions - - Greet the teacher - Help the teacher to carry her/his books/bags/other things - Speak politely - Put up your hand when you want to ask a question - Follow the teacher's instruction closely (accept any other plausible answers)	2	45	

Question 31 (Summary)

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

SUMMARY CONTENT

Maximum: 10 Marks

NO.	ANSWER	LINE	REMARK
1	shouted to the boys to get as far as they could	11	
2	dashed towards the bear	12	
3	stopped short of it	12	
4	faced it quietly	12	
5	moved with the bear	14	
6	maintained her position to block the children	14-15	
7	prepared to flee. (Unfortunately, the slippery ice slowed her escape)	19-20	
8	fell onto her back	22	
9	screamed for help	22	
10	kicked at the animal in a bicycling motion	22-23	
11	Simon fired a warning shot into the air	27-28	
12	(With two more shots) killed the polar bear	30	
13	people grabbed and hugged Lydia	31-32	"O" for lifting "some" grabbed...
14	they helped her into a truck	32	
15	took her to the nearest clinic	32-33	
16	took her to the police's sleeping quarters	33	
17	(two) policemen drove her back to the clinic	34-35	
18	its staff members treated her injuries	35	

LANGUAGE DESCRIPTORS FOR SUMMARY

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

How to award marks for Language:

Example :

Paraphrase : 4 } 7/2
 Use of English : 3 } = 3.5 → 4 marks

Section D (20 marks)

32 THE LIVING PHOTOGRAPH (5 marks)

NO.	ANSWER	MARK	REMARK
(a) i	Plausible answers: • (in the) photograph • (in the) picture	1	
ii	Accept one of the following: • Line 6 • white hand in black hand • Line 6, white hand in black hand	1	
(b)	Plausible answers: • her back round and hunched • she was sick • she was old • she was dying	1	Lifting Line 3 is allowed.
(c)	Plausible answers: Action (A) Reason (R)		
	A: cook for them R: to make them feel happy	1	Accept the use of any appropriate pronoun.
	A: clean their house R: to lessen their burden	1	e.g. mother → she father → he siblings → they
	A: wash my father's car R: to please him		

NOVEL (15 marks)

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

BAND FOR MARKING QUESTION 33 (NOVEL)

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

Note: 1) 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
- the response is not related to the task

2) For a response that has very little relevance to the task, maximum mark for LANGUAGE is 2.

SKEMA PEMARKAHAN TAMAT