



JABATAN PELAJARAN TERENGGANU

PERATURAN PEMARKAHAN

MODUL PERKEMBANGAN PEMBELAJARAN 3 2018

TINGKATAN 5

BAHASA INGGERIS

1119/ 1 & 1119/2

**MODUL PERKEMBANGAN PEMBELAJARAN 3
(PEPERIKSAAN PERCUBAAN SPM 2018)
BAHASA INGGERIS 1119/ 1 & 1119/2**

PERATURAN PEMARKAHAN

SECTION A: DIRECTED WRITING

Award marks for:

(a)	Format	3 marks
(b)	Content	12 marks
(c)	Language	20 marks
Total		35 marks

Detailed Marking Instructions

(a) Format	Informal Letter	Mark
F1	Address and date	1
F2	Salutation	1
F3	Signature	1

**** Do not award one mark for the mere mention of the main idea.**

(b) Content	Point	Mark
▪ enjoy nature	C1	1
▪ exciting activities	C2	1
▪ survival skills	C3	1
▪ socialize	C4	1
▪ discipline	C5	1
▪ character building	C6	1
▪ less stress	C7	1
▪ own idea of benefits	C8	1
▪ limited water	C9	1
▪ insect bites	C10	1
▪ social media not allowed	C11	1
▪ own idea of challenges	C12	1

MARKING METHOD FOR LANGUAGE

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicate by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Band Description
A 19-20	Language is accurate. Sentences are varied in structure, length and type for effect. Vocabulary is wide, precise and sophisticated. Paragraphs have unity and are properly linked. Tone is appropriate to an informal letter.
B 16-18	Language is almost always accurate (minor errors). Sentence structures are varied and interesting. Vocabulary is wide enough to convey intended shades of meaning. Spelling is nearly always accurate. Paragraphs show unity and appropriately linked. Tone is appropriate to an informal letter.
C 13-15	Language is generally accurate. Simple structures are accurate. Vocabulary is wide enough but some may lack precision. Paragraphs show unity and are appropriately linked. Tone may be inconsistent.
D 10-12	Language is sufficiently accurate to communicate meaning clearly. Patches of clear accurate language when used in simple structures. Vocabulary is adequate, some may lack precision. Simple words are correctly spelt. Paragraphs may not be properly linked.
E 7-9	Errors are sufficiently frequent. Serious errors hamper speed of reading but meaning is never in doubt. Some simple structures are accurate but not sustained. Vocabulary is limited or too simple. Simple words are correctly spelt. Paragraphs may lack unity. Linkers may be absent or incorrectly used.
U(i) 4-6	Frequent and serious 'single word' errors impede reading but meaning is fairly clear. There may be a few simple and accurate sentences. Vocabulary is limited. Spelling errors are frequent. Paragraphs lack planning.
U(ii) 2-3	Sense will be decipherable, but errors are multiple – requiring rereading and reorganizing. There may be one or two accurate sentences. Makes little sense and barely comprehensible.
U(iii) 0-1	Very little or no sense.

SECTION B: CONTINUOUS WRITING

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicated by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Description of Criteria
<p style="text-align: center;">A 44-50</p>	<p>Language – entirely accurate Sentences – varied in structure, length and type to achieve a particular effect. Vocabulary – wide and precise Spelling – accurate Punctuation – accurate and helpful. Paragraphs – well-planned, have unity and properly linked. Task fulfillment – topic well-addressed with consistent relevance. Interest is aroused and sustained.</p>
<p style="text-align: center;">B 38-43</p>	<p>Language – accurate, occasional minor errors. Sentences – some variations in length and type including some complex structure. Vocabulary – wide enough to convey intended shades of meaning. Spelling – nearly always accurate Punctuation – accurate and generally helpful. Paragraphs – show some planning, have unity and appropriately linked. Task fulfillment – the writing is relevant to the topic. Interest is aroused and sustained.</p>
<p style="text-align: center;">C 32-37</p>	<p>Language – largely accurate Sentences – simple structures are accurate. Sentences may show variety in structure and length but tend to be of one type – monotonous. Vocabulary – wide enough to convey meaning but may lack precision. Spelling – simple words are correctly spelt. Punctuation – generally helpful. Paragraphs – some planning and unity, although links may be absent or inappropriate. Task fulfillment – the writing is relevant but may lack originality. Some interest is aroused but not sustained.</p>
<p style="text-align: center;">D 26-31</p>	<p>Language – sufficiently accurate to communicate meaning. Patches of clarity when simple sentences and vocabulary are used. Sentences – some variety of sentence types and length but the purpose is not clear. Vocabulary – usually adequate to show intended meaning but inaccurate. Spelling – simple words spelt correctly. Punctuation – fairly helpful. Paragraphs – lack of planning or unity. Task fulfillment – topic is addressed with some relevance. Lacks liveliness.</p>
<p style="text-align: center;">E 20-25</p>	<p>Language – meaning is never in doubt but errors are sufficiently frequent to hamper reading. Sentences – simple structures may be accurate but not sustained. Vocabulary – limited, too simple to convey precise meaning or may be too ambitious but inaccurate. Spelling – simple words correctly spelt but frequent errors making reading difficult. Punctuation – fairly helpful. Paragraphs – lack unity or haphazardly arranged. Task fulfillment – subject matter is only partially relevant. Lacks liveliness.</p>

Ui 14-19	<p>Language – many serious errors of various kinds throughout the script but meaning is fairly clear. The errors are mainly of single word type. They could be corrected without rewriting the whole sentence.</p> <p>Sentences – simple and often repetitive.</p> <p>Vocabulary – frequent errors cause blurring.</p> <p>Spelling – frequent errors.</p> <p>Paragraphs – ignorant of rules.</p> <p>Paragraphs – haphazardly arranged, may be absent.</p> <p>Task fulfillment – limited subject matter or partially treated.</p> <p>Interest is not aroused.</p>
Uii 8-13	<p>Language – The readers are able to get some sense but errors are multiple in nature; re-reading is necessary.</p> <p>Sentences – only a few accurate sentences, however simple.</p> <p>Sense – content may be comprehensible but high frequency of errors distorts meaning.</p> <p>Task fulfillment – script may be far short of required length.</p>
Uiii 0-7	<p>Sense/task fulfillment – almost entirely impossible to read.</p> <p>Make little or no sense.</p>

PAPER 2

SECTION A [15 MARKS]

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

SECTION B [10 MARKS]

No	Answers	Marks
16	having a healthy diet	1
17	help slow the bone loss	1
18	being in good shape	1
19	reduce depression	1
20	being on the move	1
21	help tone muscles	1
22	reduce	1
23	diet	1
24	workouts / exercise	1
25	designs	1

SECTION C [10 MARKS]

Question		Answer	Mark
26	a	drug addiction / they are drug addicts	1
	b	gaunt	1
27	a i)	a pharmacy	1
	ii)	a department for fitting artificial limbs	1
	b	a prosthetic leg	1
28	a	car fumes and/or industrial pollution	1
	b	they drive the elephants to work harder at log-stacking / they make the elephants work furiously	1
29	a	they are released to the conservation centre.	1
30	Accept any reasonable answers. Reason 1 and Reason 2 must not be of similar ideas e.g. <i>They are grateful to see there is a hospital for drug addicted elephants / there are efforts to cure the elephants.</i> <i>The elephants are protected/safe from their heartless owners.</i>		1 each

Summary (15 marks)

Annotate as follows:

CONTENT - 10
 LANGUAGE - 5
 =====
 TOTAL 15
 =====

No	Point	Mark
1	given good diets with vitamin supplements (para.3) / given multivitamins and healthy diets to build them up (para.4)	1
2	In the case of the drug-addicted elephants, it is usually amphetamines. The doctors do not give them ever-reducing doses of addictive drugs to wean them off, instead, they stop these drugs altogether. / the doctors stop the addictive drugs/amphetamines altogether	1
3	the doctors give the elephants tranquillisers to calm them	1
4	the doctors give antibiotics to kill infections	1
5	splinting of broken limbs has been successful / broken limbs are splinted	1
6	medication dosages must be calculated carefully / the elephants are given the correct medication dosages	1
7	medications are supplied orally	1
8	medications are supplied through drips	1
9	bad-tasting medicines are hidden in food	1

<i>Tourists can enjoy:</i>		
10	an elephant orchestra, (with elephants playing a range of instruments including drums, gongs and trumpets in a small grandstand)	1
11	swimming with elephants / tourists can be seen swimming with elephants (which are enjoying daily baths)	1
12	short rides on elephants into the jungle / other elephants disappear into the jungle, taking tourists for short rides	1
13	watching a demonstration of log-rolling / at the grandstand, there is a demonstration of log-rolling (before easels are set up)	1
14	watching elephants painting abstracts and pictures of vases of brightly coloured flowers. / four elephants holding paintbrushes with their trunks produce not just abstracts but pictures of vases of brightly coloured flowers.	1

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrasethe text - expression is secure - difficult phrases from text may be substituted 	5 Excellent	<ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation accurate - spelling correct throughout
4 Good	<ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure 	4 Good	<ul style="list-style-type: none"> - language is almost always always accurate - serious errors will be isolated - some variation of sentences - punctuation accurate - spelling largely accurate
3 Fair	<ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure 	3 Fair	<ul style="list-style-type: none"> - language largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more Frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	<ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections copied 	0-1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D [20 marks]**Question 32**

32	(a) a kind, old smile round her eyes.	1 mark
	(b) <i>Accept any reasonable answers e.g the grandmother was small, had round back / hunched, was forgetful/senile, died</i>	1 mark each
	(c) Accept any reasonable answers that show the ways memories are treasured.	1 mark each
	Total	5 marks

Question 33

Content	-	10 marks
Language	-	5 marks
TOTAL	-	15 marks

Guidelines on marking content and language:

Content		Language	
<i>Score</i>	<i>Description</i>	<i>Score</i>	<i>Description</i>
9-10	Response is relevant to the task specified. The character/theme discussed are supported with evidence from the text. Main supporting ideas are relevant to the task. Shows full knowledge of the theme.	5	<ul style="list-style-type: none"> • accurate • well-organised
7-8	Response is relevant to the task specified. The character/theme discussed are usually supported with evidence from the text. Main supporting ideas are mostly relevant to the task. Shows knowledge of the theme. Partial treatment.	4	<ul style="list-style-type: none"> • largely accurate • well-organised
4-6	Response is likely to be intermittently relevant to the task specified. The character/theme discussed are supported with some evidence from the text. Shows some knowledge of the theme but lacks focus.	3	<ul style="list-style-type: none"> • frequent errors but meaning is never in doubt • fairly organised
2-3	Response may be barely relevant to the task specified. The character/theme are unlikely to be discussed. Writing hardly contains ideas that may be relevant to the task specified. Shows little knowledge of the lessons. Hardly any textual support.	2	<ul style="list-style-type: none"> • meaning is blur – needs rereading • poorly organised
0-1	Has barely any understanding of the requirements of the task. Writes in a disorganized way – no coherence. Has no understanding of the task.	1	makes little or no sense at all

PERATURAN PEMARKAHAN TAMAT