

SULIT



**BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KECEMERLANGAN
KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA
2011**

**PERATURAN PERMARKAHAN
BAHASA INGGERIS
KERTAS 1 & 2**

SECTION A : DIRECTED WRITING

This question is assessed as follows :

FORMAT	: 3 marks
CONTENT	: 12 marks
LANGUAGE	: 20 marks

TOTAL	35 marks
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2) FORMAT & CONTENT MARKS :

FORMAT		MARKS
F1 = address to the principal		1
F2 = title		1
F3 = name		1
Sub-total		3
(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded)		
C1	Date - 2 nd July 2011	1
C2	Time – 7.45 am - afternoon	1
C3	Participation – 1,400 students	1
C4	Route – 1.5 kilometres	1
C5	to increase fitness - stamina	1
C6	to instill unity - students	1
C7	to excel - sports	1
C8	aerobic exercise	1
C9	futsal competition	1
C10	exhibitions	1
C11	<i>Benefit of the activity</i>	1
C12	<i>Another benefit of the activity</i>	1
Sub-total		12
Grand Total		15

DIRECTED WRITING BAND DESCRIPTORS

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;">A</p> <p style="text-align: center;">19 – 20</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing. • The tone is appropriate for a talk.
<p style="text-align: center;">B</p> <p style="text-align: center;">16 - 18</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained throughout most of the composition. • The composition is written in paragraphs which show some unity and are usually linked appropriately. • The tone is appropriate for a talk.
<p style="text-align: center;">C</p> <p style="text-align: center;">13 - 15</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. • The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained. • The composition is written in paragraphs which show some unity, although links may be absent or inappropriate. • The tone is mostly appropriate.

<p style="text-align: center;">D</p> <p style="text-align: center;">10 - 12</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. • Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning and unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value. • The article is written in paragraphs which may show some unity in topic. • Lapses in tone may be a feature.
<p style="text-align: center;">E</p> <p style="text-align: center;">7 - 9</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited – either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words will be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have. • The article will have paragraphs but these lack unity and links are incorrectly used or the article may not be paragraphed at all. There may be errors of sentence separation and punctuation. • The tone may be inappropriate for a talk.
<p style="text-align: center;">U (i)</p> <p style="text-align: center;">4 - 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but high incidence of throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all. • There may be frequent spelling errors. • The tone may not be appropriate for a talk or, if it is, may not show understanding of the detailed requirements of the task.

<p>U(ii) 2 - 3</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words. • Whole sections of the article may make little or no sense. There are unlikely to be more than one or two accurate sentences. • The content is comprehensible, but its tone is hidden by the density of errors.
<p>U(iii) 0 - 1</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections of the article may make little or no sense at all or are copied from the task. • Where occasional patches of clarity occur, marks should be awarded. • Award '1' mark if some sense can be obtained. • The mark '0' should only be awarded if the letter makes no sense at all from beginning to end.

SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING

- 1) The candidate's response will be assessed **based on impression**.
- 2) The examiner shall **read and re-read** the response carefully and at the same time **underline for gross or minor errors** or put in insertion marks (^) where such errors occur.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting a **merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most appropriate band** having **most of the criteria** as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to **BEST FIT the student's response to the most appropriate band**. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.
- 5) **Justify the band and marks given, if necessary**, by commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;">A</p> <p style="text-align: center;">44 - 50</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing.
<p style="text-align: center;">B</p> <p style="text-align: center;">38 - 43</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.
<p style="text-align: center;">C</p> <p style="text-align: center;">32 - 37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.

<p style="text-align: center;">D</p> <p style="text-align: center;">26 - 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.
<p style="text-align: center;">E</p> <p style="text-align: center;">20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.
<p style="text-align: center;">U(i)</p> <p style="text-align: center;">14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all.
<p style="text-align: center;">U(ii)</p> <p style="text-align: center;">8 - 13</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words.
<p style="text-align: center;">U(iii)</p> <p style="text-align: center;">0 - 7</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections may make little or no sense at all. • Where occasional patches of clarity occur, marks should be awarded.

MARK SCHEME : PAPER 2**SECTION A**

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

SECTION B : INFORMATION TRANSFER

16. The Blind Side
17. John Lee Hancock
18. (American) semi-biographical drama / drama / drama film
19. Sandra Bullock
20. Academy Award for Best Actress
21. Academy Award nomination for Best Picture
(the word '**nomination**' is mandatory)
22. (homeless) teenager (the word '**homeless**' is optional)
23. scholarship / NCAA Division I athletic scholarship
24. popular / famous / sought-after
25. longs for / loves / wants

SECTION C : COMPREHENSION
QUESTIONS 26 - 30

No.	Answers	Allowed Lifting	Mark(s)
26	We need to study a subject or topic to gain the necessary knowledge for an answer	Lines 2-3	1
27(a)	It determines our work ethics, credibility and efficiency	Lines 10-11	1
27(b)	Plain laziness OR A lack of enthusiasm	Line 17 Line 17	1
28(a)	We can get information that nobody else before this generation could because of / due to the internet. (The word ' <u>internet</u> ' should be mentioned to award 1 mark)	Lines 22-23	1
28(b)	head	Line 26	1
29(a)	(i) To check if what the doctor says tally with the symptoms (ii) To know what other mothers who face the same problem would do	Lines 34-36	1 1
29(b)	When <u>we</u> are researching for something other than what <u>our</u> boss has ordered. (When lifting the answer, the underlined words are mandatory to award 1 mark)	Lines 43- 44	1

30	<p>Possible answers:</p> <ul style="list-style-type: none">- to find friends- to read news- to find information- as a source of reference- for entertainment- downloading movies/ music <p><i>Note: Accept other relevant answers.</i></p>	-	2
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SECTION C : SUMMARY

CONTENT : 10 marks

LANGUAGE : 5 marks

TOTAL **15 marks**

31. **CONTENT POINTS : Award 1 mark for each content point to a maximum of 10 marks**

No.	Points	Lines	Task
1	it determines our work <u>ethics</u> , <u>credibility</u> and <u>efficiency</u> (All of the underlined words must be mentioned to award 1 mark)	10-11	The importance of homework
2	employer would hire someone with knowledge of the company's background/ movements	11-13	
3	it is not very smart if <u>you do not do any homework</u> . Award 1 mark if the underlined phrase is mentioned	15	
4	affect your job	15	
5	crucial for your future success in life	15 -16	
6	improve our social skills	30	
7	the only way to obtain relevant information	39	
8	have the right motivation	19	Ways which can help us to complete our homework
9	get the assistance of <u>textbooks</u> and <u>notes</u> (both words must be mentioned to award 1 mark)	24-25	
10	head to the library	26	
11	ask a tutor	26	
12	email former students for help	26	
13	have the option of calling someone	28	
14	log on to / access the Internet	34	
15	have the right job that motivates	46	

Maximum Marks Awarded:

Content	10 marks
Language	<u>5 marks</u>
Total	<u>15 marks</u>

STYLE AND PRESENTATION DESCRIPTOR FOR LANGUAGE

Marks for **Style and Presentation** are awarded based on the average sum total (to the nearest rounded fraction/decimal) of **Paraphrase** and **Use of English**. Annotate as follows :

Paraphrase = 5

Use of English = 4

$$\begin{array}{r}
 \text{-----} \\
 9 \div 2 = 4.5 = \underline{\underline{5 \text{ marks}}}
 \end{array}$$

BAND DESCRIPTORS FOR SUMMARY

Marks	PARAPHRASE	Marks	Use of English
5	Candidates make a sustained attempt to rephrase the text language. Their expression is secure. Allow phrases from the text which are difficult to substitute	5	Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. Spelling is secure across the full range of vocabulary used.
4	There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting and the expression is generally sound.	4	The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. Sentences will show some variation including original complex syntax outside text structures. Punctuation is accurate and generally Helpful. Spelling is nearly always secure.
3	Intelligent and selective lifting with recognizable but limited attempts to rephrase the text. Their expression may not always be secure but the attempts to substitutes will gain credit.	3	The language is fairly accurate but simple sentences tend to dominate the writing. When candidates use more complex structures, serious errors may occur. Some major errors or verb form and tense will be seen but these will not impede understanding. Although linking words are used, these may not be very appropriate.
2	Wholesale copying of text material but not a complete transcript of the original. Attempts to substitutes own language will be limited to single word expression; irrelevant sections of the text will be more frequent at this and subsequent levels.	2	Meaning is not in doubt, but serious errors are becoming more frequent. Simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct, with occasional errors of sentence separation. Spelling is largely accurate, but mistakes will occur in handling more difficult words

1-0	More or less a transcript of the text Originality barely noticeable. There will also be random transcription of irrelevant sections of the text-	1-0	Distorted detail will destroy the sequence in places. Heavy frequency of serious errors, impeding the reading in many places. Fractured syntax is much more pronounced at this level, and punctuation falters. Errors of sentence separation are liable to be frequent.
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SECTION D : LITERATURE COMPONENT

QUESTIONS 32-33

- 32 (a) The melody/The song/The song played by the flute player/
The song played by the flautist [1 mark]
- 32 (b) Quiet and deserted/Deserted/Sick rice field/Infertile rice field/
Barren rice field
Do not accept ‘quiet’ as the only answer [1 mark]
- 32(c) Many villagers moved out from the village/People moved out
from the village/People left the village/People went to the city/
People went to town/ People moved to the city/People moved to town [1 mark]
- 32 (d) Accept any plausible answers.
Both questions should be answered to award 2 marks.
Marks awarded will only be 2 or 0. [2 marks / 0]

QUESTION 33 : NOVEL**Marks awarded are as follows :****CONTENT : 10 marks****LANGUAGE : 5 marks****TOTAL 15 marks**

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT** and **LANGUAGE**.

BAND DESCRIPTORS FOR CONTENT

SCORE	BAND DESCRIPTORS
9 - 10	<ul style="list-style-type: none"> • Response – relevant to specified task • Theme chosen – well supported and linked with evidence or knowledge from text • Main and supporting ideas – relevant to specified task • Reasons – clearly presented, well- organised and easily understood
7 - 8	<ul style="list-style-type: none"> • Response – relevant to specified task • Theme chosen – usually supported and linked with evidence or knowledge from text • Mains and supporting ideas – mostly relevant to specified task • Reasons – clear and can be understood
5 - 6	<ul style="list-style-type: none"> • Response – intermittently relevant to specified task • Theme chosen – supported and linked with some evidence or knowledge from text • Some ideas – relevant to specified task • Reasons – generally clear, can be understood but lack organisation
3 - 4	<ul style="list-style-type: none"> • Response – barely relevant to specified task • Theme chosen – unlikely identified or even when identified, not likely to be linked to the text • Reasons – hardly relevant to specified task and difficult to understand
1 -2	<ul style="list-style-type: none"> • Response – no understanding of specified task • Theme chosen – incoherent and unlikely linked to the text • Reasons – no relevance to specified task

QUESTION 33 : NOVEL**BAND DESCRIPTORS FOR LANGUAGE**

MARK	USE OF LANGUAGE
5	<ul style="list-style-type: none"> • Language – accurate, with very occasional slips • Occasional minor errors – first draft slips • Sentence structure – varied • Punctuation – accurate and helpful • Spelling – secure throughout response
4	<ul style="list-style-type: none"> • Language – largely accurate • Sentence structure – some variations • Punctuation – accurate and generally helpful • Spelling – largely secure
3	<ul style="list-style-type: none"> • Language – almost always accurate • Sentence structure – simple structures dominate • Punctuation – accurate and helpful • Spelling – mostly secure
2	<ul style="list-style-type: none"> • Language – serious errors, more frequent • Sentence structure – simple structures accurate but not sustained • Punctuation – usually correct • Spelling – nearly always secure
1	<ul style="list-style-type: none"> • Language – serious errors, heavy frequency • Sentence structure – rampant fractured syntax • Punctuation – falters • Spelling – mostly inaccurate