

SULIT

**PERSIDANGAN KEBANGSAAN PENGETUA SEKOLAH MALAYSIA
CAWANGAN TERENGGANU
DENGAN KERJASAMA
JABATAN PELAJARAN TERENGGANU**

**PEPERIKSAAN AKHIR TAHUN 2007
TINGKATAN EMPAT**

PERATURAN PEMARKAHAN

KOD MATA PELAJARAN	1119/1 & 1119/2
MATA PELAJARAN	BAHASA INGGERIS
KERTAS	SATU & DUA

PAPER 1

SECTION A [35 MARKS]

Marks are awarded as follows :

Format	3	mark
Content	12	marks
Language	20	marks
Total	35	marks

Detailed Marking Instructions

(a) Format (a combination of the following)		
F1	Sender's address & date	1 mark
F2	Salutation (dear)	1 mark
F3	Signature	1 mark
(b) Content		
C1	Reason for wanting to have a pen pal	1 mark
E1	Elaboration of C1	1 mark
C2	Describing family	1 mark
E2	Elaboration of C2	1 mark
C3	Describing friends	1 mark
E3	Elaboration of C3	1 mark
C4	Describing hometown	1 mark
E4	Elaboration of C4	1 mark
C5	Describing favourite pastime	1 mark
E5	Elaboration of C5	1 mark
C6	Question about the pen pal	1 mark
E6	Elaboration of C6	1 mark
	Total	15 marks

SULIT**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 (except first draft slips). Sentences are varied in structure, length and type for effect. Vocabulary is precise and sophisticated. Paragraphs have unity and are properly linked Interest of readers is aroused and sustained throughout. Tone is appropriate to an informal letter.
B 16-18	Language is almost always accurate (minor errors). Sentence structures varied and interesting. Vocabulary wide enough to convey intended shades of meaning. Spelling is nearly always accurate. Paragraphs show unity and are appropriately linked. Interest of readers is aroused and sustained throughout. Tone is appropriate to an informal letter.
C 13-15	Language is generally accurate Simple structures are accurate. Vocabulary is accurate, some may lack precision. Paragraphs show some unity and are mostly well-linked. Some interest is aroused but not sustained. 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. Lack liveliness and interest value. Paragraphs may not be properly linked. Tone may be inconsistent.
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. Inappropriate tone for an informal letter.
Ui 4-6	Frequent and serious 'single word' errors impede reading but meaning is fairly clear . (Single-word errors) There may be a few simple and accurate sentences. Vocabulary is limited. Spelling errors are frequent. Paragraphs lack planning.
Uii 2-3	Sense will be decipherable, but errors are multiple – requiring re-reading and reorganizing. (Multiple-word errors) There may be one or two accurate sentences. Makes little sense, barely comprehensible.
Uiii 0 - 1	Very little or no sense.

SULIT**SECTION B: CONTINUOUS WRITING**

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 Descriptor
<p>A 45-50</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 fulfilment – topic well-addressed with consistent relevance. Interest is aroused and sustained.</p>
<p>B 38-44</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 Paragraphs – show some planning, have unity and appropriately linked. Task fulfilment – the writing is relevant to the topic. Interest is aroused and sustained.</p>
<p>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 – sufficient to convey intended 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 fulfilment – the writing is relevant but may lack originality. Some interest is aroused but not sustained.</p>
<p>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 fulfilment – topic is addressed with some relevance. Lacks liveliness.</p>
<p>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 fulfilment – subject matter is only partially relevant. Lacks liveliness.</p>
<p>Ui 14-19</p>	<p>Language – many serious SINGLE WORD errors of various kinds throughout the script but meaning is fairly clear. Sentences – simple and often repetitive. Vocabulary – frequent errors cause blurring.</p>

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	Spelling – frequent errors. Paragraphs – ignorant of rules. Paragraphs – haphazardly arranged, may be absent. Task fulfilment – limited subject matter or partially treated. Interest is not aroused.
Uii 8-13	Language – MULTIPLE WORD errors predominate, re-reading is necessary. Sentences – only a few accurate sentences, however simple. Sense – content may be comprehensible but high frequency of errors distorts meaning. Task fulfilment – script may be far short of required length.
Uiii 0-7	Sense/task fulfilment – almost entirely impossible to read. Make little or no sense.

PAPER 2**SECTION A [15 MARKS]**

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

SECTION B [10 MARKS]

16 17 18	catching tadpoles	interchangeable	1 mark
	piano lessons		1 mark
	dance recitals		1 mark
	art classes		1 mark
	swimming lessons		1 mark
19 20 21	engineering class of lego and robotics	interchangeable	1 mark
	golf		1 mark
	scuba-diving		1 mark
	video animation		1 mark
22	after school / during weekends / during holidays		1 mark
23	between RM 100 and RM 500 a month		1 mark
24	lose their childhood / become stressed		1 mark
25	enjoy themselves / chance to meet friends / have fun		1 mark