

Bahasa Inggeris

SECTION A: Directed Writing

MARK SCHEME FOR Question 1

ASSESSMENT OBJECTIVES

To test the candidates ability to:

- read and comprehend the rubric
- use the information to fulfill the task
- write with useful ideas within the framework of the question
- use clear and accurate Standard English, using a style and tone appropriate to the task

The objectives above are rewarded as follows:

CONTENT	-	15 marks
LANGUAGE	-	20 marks
TOTAL	-	35 marks

1. MARKS FOR CONTENT

Content marks should be identified by the letter C followed by the content number and circled.

a) FORMAT - 3 marks

- F1 – Title [1 mark]
- F2 – Report addressed to the principal [1 mark]
- F3 - Name of writer [1 mark]

b) CONTENT - 12 marks (12 content points)

Award one mark for the mere mention of the main idea, i.e.

- C1 - cleanliness
- C2 - dirty toilets
- C3 - uncollected rubbish
- C4 - facilities
- C5 - few fans
- C6 - insufficient lockers
- C7 - hostel food
- C8 - lacks variety
- C9 - limited amount
- C10 - library
- C11 - inadequate reference books
- C12 - poor lighting

2. MARKS FOR LANGUAGE

Marks are awarded for:

- (i) Accurate English
- (ii) Style and Tone appropriate to the task.

**Candidates need not use exact words given in the stimulus. However, own language must convey the same meaning

CRITERIA FOR MARKING LANGUAGE

Question 1 : Directed Writing

<p>A 19 – 20 Excellent</p>	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate and helpful • Paragraphs have unity and are well-linked
<p>B 16 – 18 Good</p>	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
<p>C 13 – 15 Satisfactory</p>	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without errors • Errors occur in complex sentences • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
<p>D 11 – 13 Fair</p>	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structure • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation are generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
<p>E 7 – 9 Unsatisfactory</p>	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is limited and simple but not precise • Spelling errors in difficult words • Paragraphs lack planning • Tone and style inappropriate
	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE (single word error)

U (i) 4 – 6 Poor	<ul style="list-style-type: none"> • A few simple structures are used correctly • Errors in spelling of simple words • Paragraphs may not be used • Tone and style hidden in density of errors
U (ii) 2 – 3	<ul style="list-style-type: none"> • Meaning is blurred • Multiple word error (MWE)
U (iii) 0 – 1	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English • Whole sections may make no sense.

SECTION B : Continuous Writing

MARK SCHEME FOR QUESTION 2

ASSESSMENT OBJECTIVES

To test candidates ability to:

- Write a piece of continuous prose in accurate Standard English.
- Respond relevantly and creatively to a task chosen.

MARKING METHOD

The whole composition should be read slowly, indicating all errors and placing ticks for good use of language or subject matter. Examiners must judge which level best fits the grade descriptions.

BAND DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Question 2 : Continuous Writing

A 44 – 50 Excellent	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate and helpful • Paragraphs have unity and are well-linked
B 38 – 43 Good	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 32 – 37 Satisfactory	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without error • Errors occur in more complex structures

	<ul style="list-style-type: none"> • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 26 – 31 Fair	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structures • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
E 20 – 25 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is simple and limited but lacks precision • Paragraphs may not be used • Tone and style inappropriate
U (i) 14 – 19 Poor	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE • A few simple structures are used correctly • Simple words are spelt correctly • Paragraphs lack planning • Tone and style hidden in density of errors
U (ii) 8 – 13	<ul style="list-style-type: none"> • Meaning is usually blurred but reader is able to get some sense. • Multiple word errors (MWE)
U (iii) 0 – 7	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English • Where occasional patches of clarity occur, marks should be awarded.

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