

SPM TRIAL EXAMINATION 2008
ENGLISH 1119/ 1 & 1119/2

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PAPER 1

SECTION A : DIRECTED WRITING

Award marks for:

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

Detailed Marking Instructions

(a) Format: Formal Letter		8 Features	No of correct features	
Sender's address			7, 8	3 marks
Recipient's (principal's) address			4,5,6	2 marks
Date			2,3	1 mark
Salutation (Dear Sir/Madam)			0,1	0 mark
Title/reference				
Closing	Yours faithfully			
	signature			
	name			

(b) Content		Point	Mark
The school needs more of these facilities	Mention of "sports equipment"	C1	1
	Elaboration of C1	E1	1
	Mention of "whiteboards for classrooms"	C2	1
	Elaboration of C2	E2	1
	Mention of "computers"	C3	1
	Elaboration of C3	E3	1
New facilities to be added	Mention of "school bus"	C4	1
	Elaboration of C4	E4	1
	Mention of "multi-purpose court"	C5	1
	Elaboration of C5	E5	1
	Mention of "mini garden"	C6	1
	Elaboration of C6	E6	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 precise and sophisticated . Paragraphs have unity and are properly linked. Tone is appropriate to a formal 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. Tone is appropriate to a formal letter.
C 13-15	Language is generally accurate Simple structures are accurate . Vocabulary is accurate, 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.
Ui 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.
Uii 2-3	Sense will be decipherable, but errors are multiple – requiring re-reading and reorganizing. There may be one or two accurate sentences. Makes little sense, barely comprehensible.
Uiii 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. 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 style="text-align: center;">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 fulfillment – topic well-addressed with consistent relevance. Interest is aroused and sustained.</p>
<p style="text-align: center;">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 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 – 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 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	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. Spelling – frequent errors. Paragraphs – ignorant of rules. Paragraphs – haphazardly arranged, may be absent. Task fulfillment – 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 fulfillment – script may be far short of required length.
Uiii 0-7	Sense/task fulfillment – almost entirely impossible to read. Make little or no sense.

PAPER 2**SECTION A**

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

SECTION B [10 MARKS]

16	Do not dispose of/discard (your mobile phone) unless necessary.	1
17	- Toxic metals/mercury/cadmium/lead/arsenic / chemicals leak into air/ground/water around us.	} Choose any two
18	- (Potential to) cause cancer (and various illnesses)	
18	- (Cadmium) Pollute (up to 600, 000 litres of) water.	
	<i>* if 'chemicals leak into water' is chosen as an answer, 'pollute water' can't be accepted as the other answer. Both have similar meaning.</i>	
19	Recycle	1
20	- Energy is saved - Energy saved can run an engine (for three hours) / a 100-watt bulb (for 20 hours.)	} Choose any two
21	- 90 to 95 per cent less energy is used than mining and processing them (from scratch).	
22	100-years-(a-century). 500 (5 century)	1
23	500-years-(5-century)- 100 (1 century / a century).	1

24	Set it into sleep mode.	1
25	it uses up to 90 per cent less electricity /saves up to 90 per cent of electricity.	1

SECTION C: Reading Comprehension

26	(a) They planned to fly to the city of Pucallpa. / They wanted to honeymoon in the jungle/rainforest.	1 mark
	(b) i) Hanging bridges/catwalks constructed high up in the treetops of The jungle ii) Wilderness river cruises	1 mark 1 mark
27	(a) Almost full (of passengers)	1 mark
28	(a) Because of the increase of the turbulence.	1 mark
	(b) He said it would be okay / that it happened all the time.	1 mark
29	(a) The passengers'/the screams	1 mark
	(b) Darkness Bitter cold weather Waist-high mud / muddy swamp The plane would explode at any moment. } Choose any one	1 mark
30	The pilot tried to land the plane in a bad weather (condition).	2 marks

SECTION C : Summary

Question 31

Annotate as follows :

CONTENT	- 10
LANGUAGE	- 5
TOTAL	<u>15</u>

Awarding Content Marks :

No	Content	Mark
1	William was nervous	1
2	felt something was not right	1
3	sprang from his seat and rushed into the aisle	1
4	screamed	1
5	grabbed Monica	1
6	moved towards the exit door at the back	1
7	pulled the handle	1
8	escaped the metal-melting temperatures of the plane	1
9	was startled to find bitterly cold weather	1
10	struggled to stand in the waist-high mud	1

11	screamed at others to get away from the plane (as he knew the plane would explode at any second)	1
12	frightened	1
13	shivered	1
14	plodded on	1

Summary

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

$$9 \div 2 = 4.5 = \underline{5 \text{ marks}}$$

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	- a sustained attempt to rephrase the text - expression is secure - difficult phrases from text may be substituted	5 Excellent	- language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation accurate - spelling correct throughout
4 Good	- noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure	4 Good	- language is almost always always accurate - serious errors will be isolated - some variation of sentences - punctuation accurate - spelling largely accurate
3 Fair	- intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure	3 Fair	- language largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	- total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more frequent	2 Unsatisfactory	- meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	- more or less a transcript of the text - no originality - irrelevant sections copied	0-1 Poor	- heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D LITERATURE [25 MARKS]

Q	Suggested answers	mark
32	(a) Reading Tennyson/listening to the rain/washing feet/ watching mother uncoiling hair/watching mother unbuckling mesh/waiting for father (choose any of the answers)	1
	(b) fishing	1
	(c) loves reading/loves poetry/literate family/educated family	1
	(d) accept any appropriate answer that portrays serenity, tranquility or a life full of traditions	2
33	(a) the machine was smashed/broken into pieces	1
	(b) the broken branch/branch	1
	(c) a noise/sound from the tree/made by the tree	1
	(d) Accept any appropriate responses and reasons. If there is no mention of "YES" or "NO", look for implied positive or negative responses. DO NOT AWARD MARKS FOR 'YES' or 'NO' only. <u>A reason must be given.</u>	2
Total		10

Question 34

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

Guidelines on marking content and language:

Content		Language	
Score	Descriptor	Score	Descriptor
9-10	Response is relevant to the task specified. The moral value discussed is supported with evidence from the text. The reasons given are relevant to the task. Shows full knowledge of the moral value.	5	<ul style="list-style-type: none"> accurate well-organised
7-8	Response is relevant to the task specified. The moral value discussed is usually supported with evidence from the text. The reasons given are mostly relevant to the task. Shows knowledge of the moral value. 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 moral value discussed is supported with some evidence from the text. Shows some knowledge of the moral value 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 moral value is unlikely to be discussed. Writing hardly contains ideas that may be relevant to the task specified. Shows little knowledge of the moral value. 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

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