



BAHAGIAN PENGURUSAN  
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER  
KEMENTERIAN PELAJARAN MALAYSIA

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**PEPERIKSAAN PERCUBAAN  
SIJIL PELAJARAN MALAYSIA 2009**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS**

**KERTAS 1**

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**SEKOLAH BERASRAMA PENUH****SPM TRIAL EXAMINATION 2009****ENGLISH 1119/1****Section A : DIRECTED WRITING**

This question is assessed as follows :

1) Allocation of Marks :

**FORMAT : 3 marks**

**CONTENT : 12 marks**

**LANGUAGE : 20 marks**

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**TOTAL 35 marks**  
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2) FORMAT & CONTENT MARKS :

FORMAT		MARKS
i) F1 = Greeting		1
ii) F2 = Purpose of speech		1
iii) F3 = Closing		1
<i>Sub-total</i>		3
<b>CONTENT</b> (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	reduce energy usage	1
C2	do not waste electricity	1
C3	use products that have timers	1
C4	use energy saving appliances	1
C5	reduce air pollution	1
C6	avoid open burning	1
C7	use unleaded petrol	1
C8	practise car pooling	1
C9	reduce waste	1
C10	use environmental friendly products	1
C11	use recycled materials	1
C12	use washable items	1
<i>Sub-total</i>		12
<b>Grand Total</b>		<b>15</b>

## DIRECTED WRITING – LANGUAGE

Mark Range	Description of Criteria
<p style="text-align: center;"><b>A</b> 19 – 20</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – accurate with occasional first draft slips</li> <li>• <b>Sentence structures</b> – varied and sophisticated</li> <li>• <b>Sentence length and type</b> – employed to achieve intended effect</li> <li>• <b>Vocabulary</b> – wide, sophisticated and used with precision</li> <li>• <b>Punctuation</b> – accurate and helpful</li> <li>• <b>Spelling</b> – accurate</li> <li>• <b>Paragraphs</b> – unified and well-linked</li> <li>• <b>Topic</b> – consistent and relevant</li> <li>• <b>Style</b> – formal, informative and concise</li> <li>• <b>Tone</b> – always appropriate for <b>a speech</b></li> </ul>
<p style="text-align: center;"><b>B</b> 16 – 18</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – accurate with minor or first draft errors</li> <li>• <b>Sentences</b> – varied in length and type</li> <li>• <b>Complex structures</b> – confidently used</li> <li>• <b>Vocabulary</b> – wide, conveying intended shades of meaning with some precision</li> <li>• <b>Punctuation and spelling</b> – almost always accurate</li> <li>• <b>Style and tone</b> – appropriate for <b>a speech</b></li> <li>• <b>Writing</b> – relevant and interest is sustained throughout the speech</li> </ul>
<p style="text-align: center;"><b>C</b> 13 – 15</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – largely accurate</li> <li>• <b>Simple structures</b> – no errors, mistakes in more sophisticated structures - tendency to use one type of structure</li> <li>• <b>Vocabulary</b> – adequate to convey meaning but not precise</li> <li>• <b>Sentences</b> – some variety of length and type</li> <li>• <b>Punctuation and spelling</b> – generally accurate</li> <li>• <b>Paragraphs</b> – some unity but with inappropriate linkage</li> <li>• <b>Writing</b> – relevant but interest is not sustained throughout the speech</li> <li>• <b>Style and tone</b> – appropriate for <b>a speech</b></li> </ul>
<p style="text-align: center;"><b>D</b> 10 – 12</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – sufficiently accurate</li> <li>• <b>Patches of clarity</b></li> <li>• <b>Sentence length and type</b> - limited</li> <li>• <b>Sentence structures</b> - mistakes with more complex sentences</li> <li>• <b>Vocabulary</b> – adequate but lacks precision</li> <li>• <b>Spelling</b> – simple words are spelt correctly; errors in unfamiliar words</li> <li>• <b>Punctuation</b> - generally correct</li> <li>• <b>Style and tone</b> – appropriate for <b>a speech</b></li> <li>• <b>Paragraphs</b> - lacks unity</li> </ul>

<p><b>E</b> 7 – 9</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – never in doubt</li> <li>• <b>Single Word Errors (SWEs)</b> – frequent and hampers reading</li> <li>• <b>Sentence structures</b> – simple, accurate but not sustained</li> <li>• <b>Vocabulary</b> - limited</li> <li>• <b>Spelling</b> – simple words are accurate; errors in more difficult words</li> <li>• <b>Punctuation</b> – frequent errors</li> <li>• <b>Style and tone</b> – at times, inappropriate for <b>a speech</b></li> <li>• <b>Paragraphs</b> – lacks unity</li> </ul>
<p><b>U (i)</b> 4 – 6</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – fairly clear</li> <li>• <b>Single Word Errors (SWEs)</b> – frequent and impedes reading</li> <li>• <b>Sentences</b> – a few accurate structures</li> <li>• <b>Spelling and Punctuation</b> – numerous errors</li> <li>• <b>Paragraphs</b> – sometimes used correctly</li> <li>• <b>Style and tone</b> – often inappropriate for <b>a speech</b></li> </ul>
<p><b>U (ii)</b> 2 – 3</p>	<ul style="list-style-type: none"> <li>• <b>Multiple Word Errors (MWEs)</b> – requires re-reading and re-organising before meaning becomes clear</li> <li>• <b>Sense</b> – decipherable</li> <li>• <b>Sentences</b> – one or two accurate simple sentences</li> <li>• <b>Content</b> – comprehensible</li> <li>• <b>Style and tone</b> – hidden by density of errors</li> </ul>
<p><b>U (iii)</b> 0 – 1</p>	<ul style="list-style-type: none"> <li>• <b>Almost entirely impossible to recognise as English</b></li> <li>• <b>Whole sections</b> - do not make sense or copied from text</li> <li>• <b>“0” mark awarded</b> if writing <b>makes no sense at all from beginning to end</b></li> </ul>

MARKING SCHEME FOR CONTINUOUS WRITING

(SECTION B)

- 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.

## CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;"><b>A</b> 44 – 50</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – entirely accurate, with occasional first draft slips</li> <li>• <b>Sentence structures</b> - varied and sophisticated</li> <li>• <b>Vocabulary</b> – wide and precise with shades of meaning</li> <li>• <b>Punctuation and spelling</b> – accurate and helpful</li> <li>• <b>Paragraphs</b> – well-planned, unified and linked</li> <li>• <b>Topic</b> – consistent and relevant</li> <li>• <b>Reader’s Interest</b> – aroused and sustained throughout writing</li> </ul>
<p style="text-align: center;"><b>B</b> 38 – 43</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – accurate, with occasional minor errors or first draft slips</li> <li>• <b>Sentences</b> – varied lengths and types, some complex structures</li> <li>• <b>Vocabulary</b> – wide and precise with some shades of meaning</li> <li>• <b>Punctuation and spelling</b> – almost always accurate</li> <li>• <b>Paragraphs</b> – evidence of planning, appropriately linked</li> <li>• <b>Writing</b> – relevant</li> <li>• <b>Reader’s Interest</b> - mostly aroused and sustained throughout</li> </ul>
<p style="text-align: center;"><b>C</b> 32 – 37</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – largely accurate</li> <li>• <b>Sentence</b> – some variety in length and type</li> <li>• <b>Simple structures</b> – error-free; errors with more ambitious structures</li> <li>• <b>Vocabulary</b> – wide enough to convey meaning but lacks precision</li> <li>• <b>Punctuation</b> – accurate in simple sentences; errors in more complex use</li> <li>• <b>Spelling</b> – mistakes in more sophisticated words</li> <li>• <b>Paragraphs</b> – show unity, at times inappropriately linked</li> <li>• <b>Writing</b> – relevant, lacks originality</li> <li>• <b>Reader’s Interest</b> – aroused but not sustained</li> </ul>
<p style="text-align: center;"><b>D</b> 26 – 31</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – sufficiently accurate</li> <li>• <b>Patches of clear, accurate language</b></li> <li>• <b>Sentences</b> – some variety in type and length</li> <li>• <b>Vocabulary</b> – adequate but not developed to show intended precision</li> <li>• <b>Punctuation and spelling</b> – generally correct</li> <li>• <b>Writing</b> – relevant but lacks interest</li> </ul>
<p style="text-align: center;"><b>E</b> 20 - 25</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – never in doubt</li> <li>• <b>Single Word Errors (SWEs)</b> – frequent and serious enough to hamper reading</li> <li>• <b>Sentence structures</b> – accurate but not sustained for long</li> <li>• <b>Vocabulary</b> – limited, simple; difficult to understand in more ambitious structures</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Spelling</b> – simple words are spelt correctly</li> <li>• <b>Paragraphs</b> – lack unity or are haphazardly arranged</li> <li>• <b>Writing</b> - some relevance; topic is partially treated</li> <li>• <b>High incidence of linguistic errors</b></li> </ul>
<p><b>U (i)</b> <b>14 – 19</b></p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – fairly clear</li> <li>• <b>Single Word Errors (SWEs)</b> – very frequent and impede reading / cause blurring</li> <li>• <b>Vocabulary</b> – many serious errors of various kinds</li> <li>• <b>Sentences</b> – often simple and repetitive; very few accurate ones</li> <li>• <b>Punctuation and spelling</b> – sometimes used correctly</li> <li>• <b>Paragraphs</b> – lack unity or no paragraphs at all</li> </ul>
<p><b>U (ii)</b> <b>8 – 13</b></p>	<ul style="list-style-type: none"> <li>• <b>Sense</b> - decipherable</li> <li>• <b>Multiple Word Errors (MWEs)</b> – very frequent, impede reading / cause blurring; structures require re-reading before being understood</li> <li>• <b>Sentences</b> - only a few accurate sentences; mostly simple ones</li> <li>• <b>Length</b> – short</li> </ul>
<p><b>U (iii)</b> <b>0 – 7</b></p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> - almost entirely impossible to read; makes little or no sense at all</li> <li>• <b>Occasional patches of clarity</b> (marks can be awarded)</li> <li>• <b>Vocabulary</b> – simple words used</li> <li>• <b>“0” to scripts with no sense</b> from beginning to end</li> </ul>