

Bahasa Inggris 1

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 – Write in paragraphs [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 - date
- C2 - venue
- C3 - speaker
- C4 - turn off tap – brush teeth
- C5 - use shower - bath
- C6 - collect rain water – water plants
- C7 - fix leaks - taps
- C8 - use washing machine – full load
- C9 - wash car – pail not hose
- C10 - turn off tap – not in use
- C11 - do not wash – running water
- C12 - reuse water - cleaning

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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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

MARKING SCHEME FOR QUESTION 2 ASSESSMENT OBJECTIVES

To test candidates ability to:

- Write a piece of continuous prose in accurate Standard English.
- Respond is relevant and creative to the 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 • Vocabulary is adequate • Spelling and punctuation are generally accurate

	<ul style="list-style-type: none"> • Written in paragraphs but ideas may not be linked • Appropriate tone and style
<p>D 26 – 31 Fair</p>	<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
<p>E 20 – 25 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 simple and limited but lacks precision • Paragraphs may not be used • Tone and style inappropriate
<p>U (i) 14 – 19 Poor</p>	<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
<p>U (ii) 8 – 13</p>	<ul style="list-style-type: none"> • Meaning is usually blurred but reader is able to get some sense. • Multiple word errors (MWE)
<p>U (iii) 0 – 7</p>	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English • Where occasional patches of clarity occur, marks should be awarded.

PERATURAN PEMARKAHAN TAMAT

Bahasa Inggeris

MARK SCHEME FOR PAPER 2

Answers to Paper 2

Section A: Graphic Materials, Short Texts and Rational Cloze

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

Section B: Question 16-25 Information Transfer [10 marks]

16. Treatment of diseases of the bone and teeth
17. Grape (Do not accept 'grapes')
18. Papaya (Do not accept 'papayas')
19. Treatment of constipation and diarrhoea
20. Apple (Do not accept 'apples')
21. of sugar
22. of its germ-proof package / thick covering
23. minerals
24. in the digestion of other foods
25. the calcium (contained in the food)

Section C: Questions 26-30 (Reading Comprehension)

Award marks as follows.

Mark Scheme

Award marks as follow:-

- 26 (a) her husband and her mother-in-law (mention both) (1 mark)
- (b) she criticised her (1 mark)
- 27 (a) distressed (1 mark)
- (b) she wanted to ask for poison / she wanted to kill her mother-in-law (1 mark)
- 28 (a) (i) she had to make soup for her mother-in-law (1 mark)
- (ii) she had to pretend to be friendly towards her mother-in-law (1 mark)
- (b) temper (1 mark)
- 29 She did not want to poison her mother-in-law anymore/ she wanted Mr. Huang to stop the poison from killing her mother-in-law (1 mark)
- 30 It was Li-li's (initial) attitude towards her mother-in-law that was causing the problem (2 marks)

Question 31- Summary

1.0 Award of Marks

1.1 Content – 10 marks

1.2 Style and Presentation – 5 marks

Total marks awarded – 15 marks

31 Content points for summary writing [1 x 10 = 10 marks]

- (i) went to look for Mr. Huang
- (ii) asked for poison to kill her mother-in-law
- (iii) prepared soup for mother-in-law
- (iv) controlled her temper
- (v) obeyed her mother-in-law
- (vi) treated her like a mother
- (vii) almost never got mad / angry
- (viii) began to love her mother-in-law
- (ix) went to find Mr. Huang second time
- (x) asked Mr. Huang to stop poison from killing her mother-in-law
- (xi) mother-in-law began to love Li-li
- (xii) praised Li-li

*(Note – content must be in order set except for points xi & xii)

For example, point (i) should precede point (ii). If candidate gives point (ii) before point (i), award mark for point (i) only. This applies for the rest of the points.

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> ▪ Sustained rephrasing ▪ Phrases that are too difficult to extract can be taken from the text. ▪ The expression used by the candidate is secure. 	5	<ul style="list-style-type: none"> ▪ The language is accurate. ▪ There are some slips or minor errors. ▪ Language is very well organised and coherent throughout the piece of writing. ▪ Ability to use original sentences and write complex structures.
4	<ul style="list-style-type: none"> ▪ There is noticeable rephrasing. ▪ It is free from stretches of sentences being lifted from the text. ▪ The expression used arte 	4	<ul style="list-style-type: none"> ▪ The language is largely accurate. ▪ There are isolated serious errors. ▪ Text is well organized and coherent in most

	generally sound.		<ul style="list-style-type: none"> ▪ parts. ▪ There is some ability to use original and complex structures.
3	<ul style="list-style-type: none"> ▪ There is limited rephrasing. ▪ There is intelligent and selected lifting. ▪ The expression is not always secure. 	3	<ul style="list-style-type: none"> ▪ The language is sufficiently accurate. ▪ There are noticeable serious errors. ▪ It is fairly well organized and coherent in some parts.
2	<ul style="list-style-type: none"> ▪ There is evidence of copying some relevant sentences from the text or wholesale copying. ▪ There are attempts to substitute with their own language and this is limited to single words only. 	2	<ul style="list-style-type: none"> ▪ The meaning of the summary is not in doubt. ▪ There are frequent serious errors. ▪ The text is poorly organized and it lacks coherence.
1	<ul style="list-style-type: none"> ▪ There is more or less a complete transcript of the original text. ▪ There is word for word copying. ▪ The originality of the candidate's writing is barely noticeable. ▪ There is mindless lifting, which includes the irrelevant sentences as well. 	1	<ul style="list-style-type: none"> ▪ There is a high incidence of serious errors. ▪ The syntax is fractured. ▪ The text is incoherent.

NOTE:

- If the summary is outside the given text which is considered totally irrelevant, then the mark of "0" is awarded.
- If the candidate copies more or less the text, the MAXIMUM marks awarded for the section on USE OF ENGLISH is "3".

- If a candidate writes in note form throughout the answer, a mark of "0" is given for STYLE and PRESENTATION. The candidate will not get any marks for sections on PARAPHRASE and USE OF ENGLISH.
- The length for the summary is 130 words, including the 10 given words. If a candidate does not make use of the 10 given words, he/she is allowed to write a total of 120 words.
- Draw 2 slanting lines // after the 130th or 120th word. Content points and language marks will not be considered after the stipulated number of words. The candidate cannot be penalised if the total number of words exceed the total number.
- Contractions are counted as 2 words **except** for can't which is a word (cannot). Proper nouns are not counted as one.

Section D: Poem, Short Story and Novel

Question 32 (Poem)

MARKS SCHEME: Section D

- 32 a). It is **going to** rain. (1 mark)
 Do **not** award any mark for: rain/raining
- b). Reads Tennyson / wears pajamas (1 mark)
- c). Evening / late evening / night / late at night (1 mark)
- d). Any suitable answer: (1 mark)
- mention any suitable occupation (1 mark)
 - any suitable reason to support the suggested occupation (1 mark)
- 33 a). ...at Madame Forestier's room/wardrobe/house/bedroom (1 mark)
- b). She did not like what she saw/ she was vain/fussy/choosy/undecided (1 mark)
- c). She wanted to wear it to the ball / She wanted to match it with her gown /She had no ornament to wear / any suitable answer. Do not accept -she wanted to go to the ball (1 mark)
- d). - Accept any suitable answer. (0 or 2 marks)
 - Do **not** award any mark for only a Yes / No answer

QUESTION 34 – THE NOVEL

1.0 Award of Marks

1.1 Content 10 marks (MAXIMUM)

1.2 Language 05 marks

TOTAL MARKS AWARDED 15

MARK	LANGUAGE	MARK	CONTENT
5	<ul style="list-style-type: none"> • The language is accurate. • It is very well organized. • It can be easily understood. 	10-09	<ul style="list-style-type: none"> • A relevant response to the given task. • There is always detailed and well developed textual evidence. • The candidate maintains a consistent and convincing point of view.
4	<ul style="list-style-type: none"> • The language is largely accurate. • It is well organized. • It can be easily understood. 	08-07	<ul style="list-style-type: none"> • There is a relevant response to the task. • There is usually textual evidence and maintains a consistent point of view. • There is some development.
3	<ul style="list-style-type: none"> • There are frequent errors but the meaning is very clear. • The text is fairly organized. • It is easily understood. 	06-05	<ul style="list-style-type: none"> • An intermittently relevant (times when it is related to the response) response to the question. • The candidate provides little textual evidence. • The point of view is consistent in some parts .
2	<ul style="list-style-type: none"> • There is some blurring in the meaning. • The text is poorly organized. • It is generally difficult to understand. 	04-03	<ul style="list-style-type: none"> • This is a response of very little relevance to the question . Mere mention of event without any reasons • There is hardly any textual evidence. • The point of view is difficult to understand. Mere narration.
1	<ul style="list-style-type: none"> • Makes little or no sense at all. • The text is difficult to read or understand. • There is no organization. 	02-01	<ul style="list-style-type: none"> • No mention of event • It shows barely any understanding of the requirement(s) of the question. • The point of view is not established. • There is no mention of examples from the text and the details are irrelevant.

NOTE:

NO MARKS will be awarded IF :

- there is no understanding of the requirement(s) task.
- The response is in a language other than ENGLISH! Marks for language will be deducted for use of any language other than English.
- If there is NO response.
- 1 mark will be awarded if the candidate mentions something about the novel.