

**ENGLISH LANGUAGE 1119
MARK SCHEME FOR PAPER 1
SPM TRIAL EXAMINATION 2009**

QUESTION 1 : DIRECTED WRITING [35 MARKS]

a. FORMAT: - 3 MARKS

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|------|--------------------|--------|
| i. | Title | 1 mark |
| ii. | Name of writer | 1 mark |
| iii. | Appropriate ending | 1 mark |

b. CONTENT: - 12 MARKS

- | | | |
|------|------------------------------|--------|
| C1- | duration 3 – 7 March | 1 mark |
| C2- | raise awareness | 1 mark |
| C3- | beautify school compound | 1 mark |
| C4- | paint mural | 1 mark |
| C5- | plant trees | 1 mark |
| C6- | recycle old newspapers | 1 mark |
| C7- | poster drawing competition | 1 mark |
| C8- | speech by invited guest | 1 mark |
| C9- | create conducive environment | 1 mark |
| C10- | instill love for nature | 1 mark |
| C11- | foster closer relationship | 1 mark |
| C12- | develop cooperation | 1 mark |

c. LANGUAGE – 20 MARKS

MARKING METHOD:

1. Read the script and indicate all the errors of language by underlining word, phrase or punctuation where the mistake appears.
2. Place a tick (✓) for good appropriate vocabulary, structure and tone.
3. Award marks by referring to the criteria for marking language.

MARKING SCHEME FOR DIRECTED WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 - 20	<ul style="list-style-type: none"> ● The language is accurate apart from occasional draft slips. ● Sentence structure is varied and shows that the candidate is able to use sentence length and type to achieve an intended effect. ● Vocabulary shows some sophistication and is used with precision. ● Punctuation is correct. ● Spelling is correct across the whole range of vocabulary used. ● Paragraphs have unity. ● The tone is appropriate – formal, courteous and suitable for a formal letter.
B 16 – 18	<ul style="list-style-type: none"> ● The language is almost accurate but there may be more minor or first draft slips. ● Errors may also arise from more ambitious structures which are imperfectly understood. ● Sentences show some variations in length and type, including the confident use of complex sentences. ● Vocabulary is wide enough to show intended meaning. ● Spelling is nearly always accurate. ● The tone is formal and appropriate to intended person. The reader is satisfied that a genuine attempt has been made.
C 13 - 15	<ul style="list-style-type: none"> ● The language is largely accurate to communicate meaning clearly to the reader. ● Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. ● Vocabulary is adequate to convey intended meaning although it may not be sufficiently developed to achieve precision. ● Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. ● Punctuation is generally accurate although errors may occur in more complex uses. ● The letter is written in paragraphs which show some unity, although links may be absent or inappropriate. ● The tone of the letter is fairly formal but lapses into formality may occur. Slang or formal language is used from time to time.
D 10 - 12	<ul style="list-style-type: none"> ● The language is sufficiently accurate. ● There will be patches of clarity particularly when simple structures are used. ● Mistakes will occur when more complex sentences are used.

	<ul style="list-style-type: none"> • There may be some variety of sentence length and type but this may not be successful in enhancing meaning or arousing interest. • Vocabulary is adequate but lacks precision. • Simple words spelt correctly, but errors may occur when unfamiliar words are used. • Punctuation is generally correct but does not enhance or clarify meaning. • Sentence separation errors may occur. • The letter is written in paragraphs which may show some unity in topic. The style may fail to achieve the informality required for this task. Lapse in slang or formal language may occur consistently.
E 7 - 9	<ul style="list-style-type: none"> • Meaning is never in doubt, but single errors are sufficiently frequent and serious to hamper precision and speed of reading. • Some simple structures will be accurate but accuracy is not sustained for long. • Vocabulary is limited and either too simple to convey precise meaning or are imperfectly understood. • Simple words will usually be spelt accurately but mistakes will occur when more difficult words are used. • The letter will have paragraphs but these lack unity and links are incorrectly used or the speech may not be paragraphed at all. There may be errors of sentences separation and punctuation. • The tone may be appropriate for a formal letter.
U (i) 4 – 6	<ul style="list-style-type: none"> • Meaning is fairly clear. • The reader feels that the correction of 'single word' errors may produce a piece of fairly accurate English, but the incidence of error is high and will definitely impede the reading. • A very few simple structures are used accurately. • Vocabulary may not extend beyond a simple range of words that are inadequate to express intended shades of meaning. • Paragraphs will sometimes be used correctly but sentence separation errors may occur. • Paragraphs may not be used, or if used, show a lack of planning. • There may be frequent spelling errors. • The style may not be appropriate to that of a letter.
U (ii) 2 - 3	<ul style="list-style-type: none"> • Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re – read and re – organize before meaning becomes clear. • Whole sections of the speech may make little or no sense. • Unlikely to be more than one or two accurate sentences.

U (iii) 0 - 1	<ul style="list-style-type: none"> ● Scripts in this category are entirely impossible to recognize as pieces of English. ● Whole sections of the speech may make no sense at all or are copied from the task. ● Award '1' mark if some sense can be obtained. ● The mark '0' should only be awarded if the speech makes no sense at all from the beginning to the end.
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MARKING SCHEME FOR CONTINUOUS WRITING

MARKING METHOD

1. Each composition should be read slowly and carefully.
2. Underline all errors and place ticks (✓) to indicate good use of language or subject matter.
3. Assign the script to one of the levels of performance described. If the script meets all or nearly all the criteria given in the description. It should be placed at the top of the mark range for that level. On the other hand, a script that fits the description but is less complete in its coverage of the criteria should be placed at the bottom end of the mark range for that particular level.

CRITERIA FOR MARKING LANGUAGE (CONTINUOUS WRITING)

Mark Range	Description of Criteria
A 44 - 50	<ul style="list-style-type: none"> ● The language is entirely accurate apart from very occasional first draft slips. ● Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. ● Vocabulary is wide and is used with precision. ● Punctuation is accurate and helpful to the reader. ● Spelling is accurate across the full range of vocabulary used. ● Paragraphs are well-planned, have unity and are linked. ● The topic is addressed with consistent relevance. ● The interest of the reader is aroused and sustained throughout the writing.

<p>B 38 - 43</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.
<p>C 32 - 37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.

<p>D 26 - 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. • Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.
<p>E 20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited—either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.

<p>U (i) 14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all.
<p>U (ii) 8 - 13</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words.
<p>U(iii) 0 - 7</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections may make little or no sense at all. • Where occasional patches of clarity occur, marks should be awarded. • The mark '0' should only be given if the script makes no sense at all, from the beginning to the end.

**ENGLISH LANGUAGE 1119
MARK SCHEME FOR PAPER 2
TRIAL EXAM 2009**

Section A

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

Section B

16. Carbohydrates
17. to provide the body with essential fatty acids
18. iron
19. to transport the oxygen throughout the body
- 20 - 21 Milk/cheese/yoghurt/anchovies/ green leafy vegetables [any two]
22. is involved in the synthesis of carbohydrates and proteins
23. (overall) growth
24. bones
25. (large molecules of) amino acids

Section C

- 26 (a) at the water's edge (about 100 metres away)
- (b) i) the blunt shape of its head seemed to be missing the characteristic dolphin nose
- ii) it blew wet air in the writer's face
- 27 (a) he was alone and more than 3 km from town

(b) saved / moved the whale
 28 (a) buoyant

(b) to stop it beaching again
 29 flick its tail

30 Any acceptable answers.

31

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

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

STYLE AND PRESENTATION DESCRIPTORS SUMMARY

MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrase the text - expression is secure - difficult phrases from text may be substituted 	5 Excellent	<ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation accurate - spelling correct Throughout
4 Good	<ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure 	4 Good	<ul style="list-style-type: none"> - language is almost always always accurate - serious errors will be isolated - some variation of sentences

			<ul style="list-style-type: none"> - punctuation accurate - spelling largely accurate
3 Fair	<ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure 	3 Fair	<p>language largely accurate</p> <ul style="list-style-type: none"> - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	<ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections copied 	0-1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors - hampers reading - fractured syntax / fragmented

Summary Content

Each point scores 1 mark. Maximum : 10 marks

1. (managed to) roll it a few times
2. (a giant wave) picked the whale up and pushed it back
3. he tried to brace against the wave
4. he fell backwards underneath the whale
5. he couldn't move
6. the water quickly surged up (his chin)
7. engulfing him
8. he (quickly) turned it face-first (into the oncoming waves)
9. he pushed the whale further into deeper water

10. the (next) wave came in
11. the whale turned sideways (again)
12. he positioned himself between the whale and the shore
13. he talked to it
14. he gave it (an enormous) shove

Section D

32.

- (a) - reading Tennyson
- listening to (downpouring) rain
- washing (their) feet for bed
- watching mother uncoiled her (snake) hair
- watching mother unbuckle her silver mesh
(accept any two)

(b) ticks

(c) accept any sensible answer

33.

(a) the necklace was paste/ was an imitation
(the idea of losing the necklace and replacing it)

(b) she looked old / she had changed / she looked like a poor woman
(any idea of her looking impoverished)

(c) "Oh, my poor Mathilde"

(d) accept any sensible answer

34.

1. Read the script carefully before deciding which band it best fits and the content mark it deserves. If the response meets all or nearly all the descriptors given in the bands, the response should be placed at the top level of the mark range for that particular band.
2. Then assess the quality of writing under the provision for LANGUAGE.
3. The final mark will be expressed as CONTENT plus LANGUAGE and the total is shown in the right hand margin of the script.
4. No response will fit perfectly into any band but examiners must judge which level best fits the descriptors described in the bands.

Content and Language Descriptors

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
9-10	~ A consistently relevant and convincing response to the task specified ~ Always provides detailed and well-developed textual evidence	5	~ The language is accurate ~ Very well-organised
7-8	~ Response is relevant to the task specified ~ Usually provides textual evidence with some development	4	~ The language is largely accurate ~ Well-organised
5-6	~ Response is intermittently relevant to the task specified ~ Provides some textual evidence with little	3	~ Frequent errors but meaning is never in doubt ~ Fairly well-organised

	development		
3-4	~ Response of little relevance to the task specified ~ Little textual evidence	2	~ Very frequent errors with blurring in meaning ~ Poorly organised
1-2	~ Response has no relevance to the task specified ~ Has no understanding of the requirements of the task	1	~ Makes little or no sense at all ~ Lacks organisation

Note : The mark of 0 should only be awarded if

- the response is in a language other than English
- the response is not related to any of the novels