

**MARKING SCHEME FOR SPM PAPER 1**  
**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 :

| <b>FORMAT</b><br>(All features must be mentioned to merit format marks)                                                                                              |                          | <b>MARKS</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------|
| i) F1 =                                                                                                                                                              |                          | 1            |
| ii) F2 =                                                                                                                                                             |                          | 1            |
| iii) F3 =                                                                                                                                                            |                          | 1            |
| <i>Sub-total</i>                                                                                                                                                     |                          | 3            |
| <b>CONTENT</b><br>(All keywords have to be mentioned before any content point is awarded)<br>If content point is not mentioned, no elaboration point can be awarded) |                          |              |
| <b>C1</b>                                                                                                                                                            | <i>Content point C1</i>  | 1            |
| <b>C2</b>                                                                                                                                                            | <i>Content point C2</i>  | 1            |
| <b>C3</b>                                                                                                                                                            | <i>Content point C3</i>  | 1            |
| <b>C4</b>                                                                                                                                                            | <i>Content point C4</i>  | 1            |
| <b>C5</b>                                                                                                                                                            | <i>Content point C5</i>  | 1            |
| <b>C6</b>                                                                                                                                                            | <i>Content point C6</i>  | 1            |
| <b>C7</b>                                                                                                                                                            | <i>Content point C7</i>  | 1            |
| <b>C8</b>                                                                                                                                                            | <i>Content point C8</i>  | 1            |
| <b>C9</b>                                                                                                                                                            | <i>Content point C9</i>  | 1            |
| <b>C10</b>                                                                                                                                                           | <i>Content point C10</i> | 1            |
| <b>C11</b>                                                                                                                                                           | <i>Content point C11</i> | 1            |
| <b>C12</b>                                                                                                                                                           | <i>Content point C12</i> | 1            |
| <i>Sub-total</i>                                                                                                                                                     |                          | 12           |
| <b><i>Grand Total</i></b>                                                                                                                                            |                          | <b>15</b>    |

## DIRECTED WRITING – LANGUAGE

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

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| <p><b>E</b><br/><b>7 – 9</b></p>       | <ul style="list-style-type: none"> <li>• Meaning – never in doubt</li> <li>• Single Word Errors (SWEs) – frequent and hampers reading</li> <li>• Simple sentence structures – accurate but not sustained</li> <li>• Vocabulary, limited</li> <li>• Spelling – simple words accurate but mistakes with more difficult words</li> <li>• Style and tone – at times inappropriate</li> <li>• Paragraphs – lacks unity</li> <li>• Punctuation errors</li> </ul> |
| <p><b>U (i)</b><br/><b>4 – 6</b></p>   | <ul style="list-style-type: none"> <li>• Meaning – fairly clear</li> <li>• SWE – frequent and impedes reading</li> <li>• Accurate sentences – a few</li> <li>• Spelling and Punctuation – frequent errors</li> <li>• Paragraphs – sometimes used correctly</li> <li>• Frequent spelling errors</li> <li>• Style and tone – often inappropriate</li> </ul>                                                                                                  |
| <p><b>U (ii)</b><br/><b>2 – 3</b></p>  | <ul style="list-style-type: none"> <li>• Multiple Word Errors (MWE) – requires re-reading and re-organising before meaning becomes clear</li> <li>• Sense – decipherable</li> <li>• Little or no sense – whole sections</li> <li>• Accurate sentence – likely to be one or two, most simple sentences</li> <li>• Content – comprehensible</li> <li>• Style and tone – hidden by density of errors</li> </ul>                                               |
| <p><b>U (iii)</b><br/><b>0 – 1</b></p> | <ul style="list-style-type: none"> <li>• Scripts – almost entirely impossible to recognize as English</li> <li>• Whole sections - do not make sense or copied from text</li> <li>• “0” mark awarded if writing makes no sense at all from beginning to end</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>A</b><br><b>44 – 50</b> | <ul style="list-style-type: none"> <li>• Language – entirely accurate, with occasional first draft slips</li> <li>• Sentence structures, varied and sophisticated – achieve particular effect</li> <li>• Vocabulary – wide and precise – shades of meaning</li> <li>• Punctuation and spelling – accurate and helpful</li> <li>• Paragraphs – well-planned, unified and linked</li> <li>• Topic – consistently relevant</li> <li>• Interest – aroused and sustained throughout writing</li> </ul>                                                                                                                                                                                                                                |
| <b>B</b><br><b>38 – 43</b> | <ul style="list-style-type: none"> <li>• Language – accurate, with occasional minor errors or first draft slips</li> <li>• Sentence – varied lengths and types, some complex sentences</li> <li>• Vocabulary – wide and precise – shades of meaning</li> <li>• Punctuation and spelling – nearly always accurate</li> <li>• Paragraphs – evidence of planning, appropriately linked</li> <li>• Writing – relevant, interest aroused and sustained throughout</li> </ul>                                                                                                                                                                                                                                                          |
| <b>C</b><br><b>32 – 37</b> | <ul style="list-style-type: none"> <li>• Language – largely accurate</li> <li>• Sentences – some variety in length and type, tendency to use one type</li> <li>• Simple structures – error-free, errors with more ambitious structures,</li> <li>• Vocabulary – wide enough to convey meaning but lack precision</li> <li>• Punctuation in simple sentences – accurate, with errors in more complex use</li> <li>• Spelling – simple words, correct but misspelt with more sophisticated words</li> <li>• Paragraphs – show unity, at times inappropriately linked</li> <li>• Writing – relevant, lack originality and interest aroused and sustained throughout</li> <li>• Some interest – aroused but not sustained</li> </ul> |
| <b>D</b><br><b>26 – 31</b> | <ul style="list-style-type: none"> <li>• Language – sufficiently accurate</li> <li>• Patches of clear, accurate language – especially, when simple structures and vocabulary used</li> <li>• Some variety in sentence type and length</li> <li>• Vocabulary – adequate but not developed to show intended precision</li> <li>• Punctuation and spelling – generally correct</li> <li>• Writing – relevant but lacks interest</li> </ul>                                                                                                                                                                                                                                                                                          |

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|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>E</b><br/><b>20 - 25</b></p>     | <ul style="list-style-type: none"> <li>• Meaning – never in doubt</li> <li>• Single Word Errors (SWE) – frequent and serious to hamper reading</li> <li>• Sentence structures – accurate but not sustained for long</li> <li>• Vocabulary – limited, too simple or when more ambitious, it's imperfectly understood</li> <li>• Spelling – simple words spelt correctly</li> <li>• Paragraphs – lack unity or haphazardly arranged</li> <li>• Some relevance – topic partially treated</li> <li>• High incidence of linguistic errors</li> </ul> |
| <p><b>U (i)</b><br/><b>14 - 19</b></p> | <ul style="list-style-type: none"> <li>• Meaning – fairly clear</li> <li>• SWE – very frequent and impedes reading/blurring</li> <li>• Vocabulary – many serious errors of various kinds, mainly single-word type, but could be corrected without rewriting</li> <li>• Sentences – very few are accurate, often simple and repetitive</li> <li>• Punctuation and spelling – sometimes used correctly</li> <li>• Paragraphs – lack unity or no paragraphs at all</li> </ul>                                                                      |
| <p><b>U (ii)</b><br/><b>8 - 13</b></p> | <ul style="list-style-type: none"> <li>• Some sense</li> <li>• Multiple Word Errors (MWE) – very frequent, requires re-reading before being understood, impedes reading / blurring</li> <li>• Only a few accurate sentences – mostly simple sentences</li> <li>• Length – short</li> </ul>                                                                                                                                                                                                                                                      |
| <p><b>U (iii)</b><br/><b>0 - 7</b></p> | <ul style="list-style-type: none"> <li>• Almost entirely impossible to read / blurring</li> <li>• Whole sections make little or no sense at all</li> <li>• Occasional patches of clarity (marks awarded)</li> <li>• Vocabulary – simple words used</li> <li>• “0” to scripts with no sense from beginning till the end</li> </ul>                                                                                                                                                                                                               |