

**MODUL PINTAS  
TINGKATAN 5**

**1119/1**

**BAHASA INGGERIS  
Kertas 1**

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**PERATURAN PEMARKAHAN  
BAHASA INGGERIS K1  
1119/1**

**PAPER 1119/1**  
**SECTION A: DIRECTED WRITING**

This question is assessed as follows:

**FORMAT : 3 marks**  
**CONTENT : 12 marks**  
**LANGUAGE : 20 marks**  
**TOTAL : 35 marks**

<b>NO</b>	<b>FORMAT</b>	<b>MARK</b>
<b>F1</b>	Greeting	1 Mark
<b>F2</b>	Purpose of talk	1 Mark
<b>F3</b>	Closure	1 Mark

<b>NO.</b>	<b>CONTENT</b>	<b>MARK</b>
<b>C1</b>	Motivational talk	1 Mark
<b>C2</b>	confidence, goals in life (both are mandatory)	1 Mark
<b>C3</b>	Exhibition by colleges and universities.	1 Mark
<b>C4</b>	choices of courses	1 Mark
<b>C5</b>	Talk by Ministry of Defence.	1 Mark
<b>C6</b>	careers in the forces	1 Mark
<b>C7</b>	Talk by Ministry of Health	1 Mark
<b>C8</b>	careers in medical fields.	1 Mark
<b>C9</b>	visit to a TV station	1 Mark
<b>C10</b>	(accept any plausible reason)	1 Mark
<b>C11</b>	Trip to local university	1 Mark
<b>C12</b>	(accept any plausible reason)	1 Mark

**LANGUAGE (20 marks) : Please refer to the marking criteria below**

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b>  <b>19 – 20</b>	<p><b>Language</b> - entirely accurate apart from very occasional first draft slips.</p> <p><b>Sentence structure</b> - varied and various types of sentences are used.</p> <p><b>Vocabulary</b> - wide and used with precision.</p> <p><b>Punctuation</b> - accurate and helpful to the reader.</p> <p><b>Spelling</b> - accurate across the full range of vocabulary used.</p> <p><b>Paragraphs</b> - well-planned, have unity and are linked.</p> <p><b>Topic</b> - addressed with consistent relevance.</p> <p><b>Interest</b> of the reader - aroused and sustained throughout the writing.</p> <p><b>Tone</b> - appropriate for an informal letter.</p>	<b>B</b>  <b>16 - 18</b>	<p><b>Language</b> - accurate with occasional errors</p> <p><b>Vocabulary</b> - wide enough and used with some precision.</p> <p><b>Sentences</b> - show some variation of length and type, with some complex sentences.</p> <p><b>Punctuation</b> - almost always accurate and generally helpful.</p> <p><b>Spelling</b> -nearly always accurate.</p> <p><b>Paragraphs</b> - show some evidence of planning and have unity Relevant to the <b>topic</b>.</p> <p><b>Interest</b> of the reader - aroused and sustained.</p> <p><b>Paragraphs</b> - show some unity and are usually linked appropriately.</p> <p><b>Tone</b> - appropriate for an informal letter.</p>
<b>C</b>  <b>13 - 15</b>	<p><b>Language</b> - largely accurate. Simple structures - used without error; mistakes are found in more sophisticated structures.</p> <p><b>Vocabulary</b> - wide enough but may lack precision.</p> <p><b>Sentences</b> - may show some variety of structures and length but may be monotonous.</p> <p><b>Punctuation</b> of simple structures - accurate</p> <p>Simple words - may be <b>spelt</b> correctly</p> <p><b>Paragraphs</b> - may show some unity although links may be absent or inappropriate.</p> <p><b>Interest of the reader</b> - aroused but not sustained.</p> <p><b>Tone</b> - mostly appropriate for an informal letter.</p>	<b>D</b>  <b>10 - 12</b>	<p><b>Language</b> - sufficiently accurate, of clear language when simple vocabulary and structures are used.</p> <p>Some variety of <b>sentence</b> type and length</p> <p><b>Punctuation</b> - generally correct but does not clarify meaning.</p> <p><b>Vocabulary</b> -usually adequate to show intended meaning.</p> <p>Simple words - <b>spelt</b> correctly but more spelling errors will occur.</p> <p><b>Paragraphs</b> - used but show lack of planning and unity.</p> <p>Lacking in liveliness and <b>interest value</b>.</p> <p>Lapses in <b>tone</b> may be a feature of an informal letter.</p>

<p><b>E</b> <b>7 - 9</b></p>	<p><b>Meaning</b> - never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. Some simple <b>structures</b> - may be accurate, but not sustained for long. <b>Vocabulary</b> is limited – too simple to convey precise meaning. Simple words - <b>spelt</b> correctly but frequent mistakes in spelling and punctuation. High incidence of linguistic errors. <b>Paragraphs</b> - lack unity or are haphazardly arranged. <b>Tone</b> - may be inappropriate for an informal letter.</p>	<p><b>U (i)</b> <b>4 - 6</b></p>	<p><b>Meaning</b> - fairly clear but high incidence of errors will definitely impede the reading. Many serious errors of various kinds Very few accurate sentences. Frequent errors - may cause blurring. <b>Sentences</b> - simple and very often repetitive. <b>Punctuation</b> - sometimes used correctly. <b>Paragraphs</b> - lack unity or there may not be any paragraphs at all. Frequent <b>spelling</b> errors. <b>Tone</b> - may not be appropriate for an informal letter.</p>
<p><b>U(ii)</b> <b>2 - 3</b></p>	<p><b>Errors</b> - multiple in nature, requiring the reader to read and re-read to understand. Few accurate but simple <b>sentences</b>. <b>Content</b> - may be comprehensible, but the incidence of linguistic error is high. Content – the letter is comprehensible, but its <b>tone</b> is hidden by the density of errors.</p>	<p><b>U(iii)</b> <b>0 - 1</b></p>	<p>Almost entirely <b>impossible</b> to read. May make little or no <b>sense</b> at all or are copied from the task. Marks should be awarded where occasional patches of clarity occur Award '1' mark - if some sense can be obtained. '0' mark - only be awarded if the letter makes no sense at all from beginning to end.</p>

## SECTION B: CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA	MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b> <b>44 - 50</b>	<p><b>Language</b> - entirely accurate apart from very occasional first draft slips.</p> <p><b>Sentence structure</b> - varied and used to achieve a particular effect.</p> <p><b>Vocabulary</b> - wide and is used with precision.</p> <p><b>Punctuation</b> - accurate and helpful to the reader.</p> <p><b>Spelling</b> - accurate across the full range of vocabulary used.</p> <p><b>Paragraphs</b> - well-planned, have unity and are linked.</p> <p><b>Topic</b> - addressed with consistent relevance.</p> <p><b>Interest</b> of the reader - aroused and sustained throughout the writing.</p>	<b>B</b> <b>38 - 43</b>	<p><b>Language</b> - accurate; occasional errors are either minor or first draft slips.</p> <p><b>Vocabulary</b> - wide enough to convey intended shades of meaning with some precision.</p> <p><b>Sentences</b> - show some variation of length and type with some complex sentences.</p> <p><b>Punctuation</b> - almost always accurate and generally helpful.</p> <p><b>Spelling</b> - nearly always accurate.</p> <p><b>Paragraphs</b> - show some evidence of planning, have unity and are usually appropriately linked.</p> <p>Relevant to the <b>topic</b>.</p> <p><b>Interest</b> of the reader - aroused and sustained through most of the writing.</p>
<b>C</b> <b>32 - 37</b>	<p><b>Language</b> - largely accurate.</p> <p><b>Simple structures</b> - used without error; mistakes - in more sophisticated structures.</p> <p><b>Vocabulary</b> - wide enough but may lack precision.</p> <p><b>Sentences</b> - may show some variety of structure and length but rather monotonous</p> <p><b>Punctuation</b> - accurate on the whole but errors may occur in more complex uses.</p> <p><b>Spelling</b> of simple words - may be correct, errors - more sophisticated word.</p> <p><b>Paragraphs</b> - may show some unity, but links may be absent or inappropriate. <b>Relevant</b> but may lack originality and planning.</p> <p>Some <b>interest</b> is aroused but not sustained.</p>	<b>D</b> <b>26 - 31</b>	<p><b>Language</b> - sufficiently accurate.</p> <p>Patches of clear, accurate language.</p> <p>Simple <b>vocabulary</b> and structures are used.</p> <p>Some variety of <b>sentence type</b> and length. <b>Punctuation</b> - generally correct.</p> <p><b>Vocabulary</b> - usually adequate to show intended meaning.</p> <p>More <b>spelling</b> errors will occur.</p> <p><b>Paragraphs</b> - used but show lack of planning or unity.</p> <p><b>Topic</b> - addressed with some relevance.</p> <p>Lacking in liveliness <b>and interest</b> value.</p>

<p><b>E</b> <b>20 - 25</b></p>	<p>Meaning - never in doubt, but single word <b>errors</b> are sufficiently frequent and serious to hamper reading. Some simple <b>structures</b> - may be accurate, but unlikely to sustain accuracy. <b>Vocabulary</b> is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. Frequent mistakes <b>in spelling</b> <b>Punctuation</b> errors - make reading the script difficult. <b>Paragraphs</b> - lack unity or are haphazardly arranged. Some <b>relevance</b> to the topic but only a partial treatment is given. High incidence of linguistic errors – may be distracting to the reader.</p>	<p><b>U(i)</b> <b>14 - 19</b></p>	<p>Meaning - fairly clear but the high incidence of <b>errors</b> will impede reading. Many serious errors of various kinds. (single <b>word type</b>, i.e. they could be corrected without rewriting the whole sentence.) Very few accurate sentences. Frequent errors may cause <b>blurring</b>. Sentences - simple and very often repetitive. <b>Punctuation</b> - used correctly but sentence separation errors may occur. <b>Paragraphs</b> – lack unity or there may not be any paragraphs at all.</p>
<p><b>U(ii)</b> <b>8 - 13</b></p>	<p><b>Some sense</b> but <b>errors are multiple</b> (reader has to read and re-read before being able to understand.) Only a <b>few accurate</b> but simple sentences. Content - may be comprehensible, but the incidence of linguistic error is so high as to make <b>meaning blur</b>. May also be far short of the required number of words.</p>	<p><b>U(iii)</b> <b>0 – 7</b></p>	<p>Almost entirely impossible to read. Whole sections may <b>make little or no sense at all</b>. Marks – awarded where occasional patches of clarity occur.</p>