

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA
2020**

PERATURAN PEMARKAHAN
BAHASA INGGERIS
KERTAS 1
OKTOBER 2020

UNTUK KEGUNAAN PEMERIKSA SAHAJA

AMARAN

Peraturan pemarkahan ini **SULIT** dan **Hak Cipta Kerajaan Malaysia**.

Kegunaannya khusus untuk pemeriksa yang berkenaan sahaja. Sebarang maklumat dalam peraturan pemarkahan ini tidak boleh dimaklumkan kepada sesiapa. Peraturan pemarkahan ini tidak boleh dikeluarkan dalam apa-apa juga bentuk media.

SECTION A : DIRECTED WRITING

This question is assessed as follows :

Telegram @soalanpercubaanspm

FORMAT	: 3 marks
CONTENT	: 12 marks
LANGUAGE	: 20 marks

TOTAL	35 marks
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2) FORMAT & CONTENT MARKS :

FORMAT		MARKS
F1 =	Sender and Recipient addresses	1
F2 =	Date, title, salutation	1
F3 =	Sender's signature	1
Sub-total		3
(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	Do not wash hands frequently	1
C2	Wet tissues and handkerchiefs are not used	1
C3	Littered facemask	1
C4	No domestic thermometer	1
C5	Personal hygiene	1
C6	(Own Idea)	1
C7	Health awareness campaign through LIVE Streaming	1
C8	Provide hand sanitizer at crowded places	1
C9	Prepare toothpicks to press lift buttons and ring bus-bell	1
C10	Scheduled public sanitization	1
C11	Free COVID- 19 Rapid Test	1
C12	(Own Idea)	1
Sub-total		12
Grand Total		15

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CRITERIA FOR MARKING LANGUAGE

Section A : Directed Writing

Mark Range	Description of Criteria Telegram @soalanpercubaanspm
A 19 - 20	<ul style="list-style-type: none"> ▪ The language is entirely accurate apart from occasional first draft slips. ▪ Sentence structure is varied and sophisticated – shows that the candidate is able to use sentence length and type to achieve an intended effect. ▪ Vocabulary - sophisticated and is used with precision. ▪ Punctuation is accurate and helpful to the reader. ▪ Spelling is accurate across the full range of vocabulary used. ▪ Paragraphs have unity and are appropriately linked. ▪ The style and tone are firm and appropriate. The reader is convinced that this could be a real formal letter to a school authority.
B 16 - 18	<ul style="list-style-type: none"> ▪ The language is almost always accurate but there will be minor errors or first draft slips. ▪ Sentences show some variation in length and type, including the confident use of complex sentences. ▪ Vocabulary is wide enough to convey intended shades of meaning with some precision. ▪ Punctuation is almost always accurate and generally helpful to the reader. ▪ Spelling is nearly always accurate. ▪ Written in paragraphs which show some unity and are usually linked appropriately. ▪ The style and tone are relevantly firm and appropriate to a school authority. The reader is satisfied that a genuine attempt has been made to write a formal letter.
C 13 - 15	<ul style="list-style-type: none"> ▪ The language is largely accurate. ▪ Simple structures are used without errors; 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. ▪ Spelling is generally accurate for common vocabulary. ▪ Written in paragraphs which show some unity, although links may be absent or inappropriate at times. ▪ The style and tone may generally be appropriate for a formal letter.
D 10 - 12	<ul style="list-style-type: none"> ▪ The language is sufficiently accurate for meaning to come through. ▪ There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. ▪ Mistakes will occur when more complex sentences are attempted. ▪ There may be some variety of sentence length and type but this may not be successful in enhancing meaning of arousing interest. ▪ Vocabulary is adequate but lacks precision. ▪ Punctuation is generally correct but does not enhance or clarify meaning. ▪ Simple words are spelt correctly, but errors may occur when unfamiliar words are used. ▪ Sentence separation errors may occur.

	<ul style="list-style-type: none"> ▪ Written in paragraphs which show some unity in topic and attempts to use links. ▪ The style and tone may not be entirely appropriate for formal letter for the school authority
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Mark Range	Description of Criteria
E 7 - 9	<ul style="list-style-type: none"> ▪ Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper precision and speed of reading. ▪ Some simple structures will be accurate but accuracy is not sustained. ▪ Vocabulary is limited and either too simple to convey precise meaning or is imperfectly understood. ▪ Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. ▪ Paragraphs lack unity. Links are incorrectly used. There may be errors of sentence separation and punctuation. ▪ The style and tone are unlikely appropriate for a formal letter for a school authority. It may not show understanding of the detailed requirements of the task.
U (i) 4 - 6	<ul style="list-style-type: none"> ▪ Meaning is fairly clear but incidence of errors is high and definitely impedes the reading. ▪ A script at this level will have few accurate structures. ▪ Vocabulary may not extend beyond a simple range of words that are inadequate to express intended shades of meaning. ▪ There may be frequent spelling errors. ▪ Punctuation will sometimes be used correctly but sentence separation errors may occur. ▪ Paragraphs may not be used, or if used, show a lack of planning. ▪ The style and tone are inappropriate for a formal letter for a school authority
U (ii) 2 - 3	<ul style="list-style-type: none"> ▪ Sense will be decipherable, but some of the errors will be multiple in nature, requiring the reader to reread and reorganise before meaning becomes clear. ▪ Whole sections may make little sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible but its style and tone are hidden by the density of errors.
U (ii) 0 - 1	<ul style="list-style-type: none"> ▪ Scripts in this category are mostly entirely impossible to recognise as pieces of English. ▪ Whole sections 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 report makes no sense at all from beginning to end.

SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING

- 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 **an 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.

**CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF
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.
B 38 – 43	<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.
C 32 - 37	<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

	<p>unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning.</p> <ul style="list-style-type: none"> • 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 single word 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)</p> <p>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 but they are mainly of the single word type, i.e. they could be corrected 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)</p> <p>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 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)</p> <p>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 end <p>Telegram @soalanpercubaanspm</p>