MAJLIS PENGETUA SEKOLAH MALAYSIA

(CAWANGAN PULAU PINANG)

MODUL LATIHAN BERFOKUS SPM 2020

BAHASA INGGERIS

KERTAS 1(1119/1) & 2(1119/2)

PERATURAN PEMARKAHAN

UNTUK KEGUNAAN PEMERIKSA SAHAJA

Peraturan pemarkahan ini mengandungi 11 halaman bercetak dan 1 halaman tidak bereetak

PAPER 1 (1119/1)

MARKING SCHEME
SECTION A: DIRECTED WRITING

This question is assessed as follows:

1. **ALLOCATION OF MARKS**:

FORMAT	:	3	MARKS
CONTENT	:	12	MARKS
LANGUAGE	:	20	MARKS
TOTAL	:	35	MARKS

FORMAT	MARKS
F1 = Address	1
F2 = Salutation	1
F3 = Closing/Signing Off	1
Sub-total	3

	CONTENT POINTS	MARKS
C1	SARS-CoV2	1
C2	Old people and young children	1
C3	Fever	1
C4	Coughing	1
C5	Fatigue/tiredness	1
C6	Breathing difficulty	1
C7	Education	1
C8	One more effect	1
C9	Wash hands frequently	1
C10	Wear mask	1
C11	Practise social distancing	1
C12	One more prevention	1
	Sub-total	12
	Grand Total	15

2. LANGUAGE   20 Marks

1. Marks are awarded for:
   i. accurate English
   ii. style and tone [appropriate to task]
2. Read the script and indicate all errors of language by underlining word, phrase or punctuation where the mistake appears.
3. Please tick for good appropriate vocabulary, structure and tone.
4. Award marks by referring to the criteria for marking language.

CRITERIA FOR MARKING LANGUAGE
Section A: Directed Writing

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 - 20	• The **language** is **entirely accurate** apart from the 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** shows some sophistication 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 well linked. • The **topic** is addressed with consistent relevance • The **tone** is appropriate for an article.
B 16 - 18	• The **language** is almost always **accurate**; occasional errors are either minor or first draft slips. • **Sentences** show some **variation** of length and type, including some 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. • **Paragraphs** show some evidence of planning, having unity and are linked appropriately linked. • The **tone** is appropriate for an article.
C 13 - 15	• 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. • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • **Vocabulary** is wide enough to convey intended meaning but may lack precision. • **Punctuation** of simple structures is accurate on the whole but errors may occur in more complex uses. • **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 **tone** is appropriate for an article.

MARK RANGE	DESCRIPTION OF CRITERIA
D 10 - 12	• The **language** is **sufficiently accurate** • There will be **patches of clarity** especially when **simple structures** are used (throughout the piece of writing). • Mistakes will occur when complex sentence structures are used. • There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest. • **Vocabulary** is **adequate** but may lack precision. • **Punctuation** is generally correct but it does not enhance or clarify meaning. • Sentence separation errors may occur. • Simple words are spelt accurately; errors may occur with unfamiliar words. • **Paragraphs** may show some unity in topic. • Lapses in slang or informal language may occur consistently.
E 7 - 9	• **Meaning never in doubt**, but **single word errors are sufficiently frequent** and serious to **hamper speed** of reading. • Some **simple structures will be accurate** but accuracy is not sustained for long. • **Vocabulary is limited** – too simple to convey meaning or imperfectly understood. • Simple words will usually be spelt accurately but mistakes occur with more difficult words. • Paragraphs lack unity and links are incorrectly used. • Errors occur in sentence separation and punctuation.
U(i) 4 – 6	• **Meaning is fairly clear** • Correction of 'single word' errors may produce a fairly accurate English. • **High incidence of errors impedes reading.** • **Few simple sentence structures** are used accurately. • **Vocabulary is limited** – may not extend beyond a simple range of words; inadequate to express intended shades of meaning. • Punctuation is sometimes correct but sentence separation errors may occur. • Paragraphs show lack of planning. • Frequent spelling errors occur. • May **not show understanding of the detailed requirements of the task.**
U(ii) 2 – 3	• Sense will usually decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before the meaning becomes clear. • Whole sections of the article may make **little or no sense**. • Unlikely to have more than one or two accurate sentences. • Content is comprehensible but tone and style is hidden by the high density of errors.
U(iii) 0 – 1	• Almost entirely impossible to recognize as pieces of English. • Whole sections of article may make **no sense at all** or is copied from the task. • Award '1' mark if some sense is obtained. • The mark '0' should only be awarded if the article makes no sense at all.

CRITERIA FOR MARKING LANGUAGE
Section B: Continuous Writing

MARK RANGE	DESCRIPTION OF CRITERIA
A 44 - 50	• The **language** is entirely accurate apart from the 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** shows some sophistication 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 well linked. • The **topic** is addressed with consistent relevance. • The **interest** of the reader is aroused and sustained throughout the writing.
B 38 - 43	• The **language** is accurate; occasional errors are either minor or first draft slips. • **Sentences** show some variation and of length and type, including some 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. • **Paragraphs** show some evidence of planning, having unity and are 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 writing.
C 32 - 37	• The **language** is largely accurate. • Simple **structures** are used without error; mistakes may occur when more sophisticated structures are attempted. • **Sentences** show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • **Vocabulary** is wide enough to convey intended meaning but may lack precision. • **Punctuation** of simple structures is accurate on the whole but errors may occur in more complex uses. • **Spelling** of simple words may be accurate but errors occur when more sophisticated words are used. • **Paragraphs** may show some unity although some links may not be present or inappropriate. • The writing is relevant but may lack originality and planning. • **Topic** is addressed with consistent relevance • Some **interest** is aroused but not sustained.

D **26 - 31**	• The **language** is sufficiently accurate • There will be patches of clear, accurate **language** especially when simple vocabulary and structures are used. • There may be some variety of **sentence** length and type but purpose is not seen clearly. • **Vocabulary** is adequate to show intended meaning but is not developed to show precision. • **Punctuation** is generally correct but it does not clarify meaning. • Simple words are **spelt** accurately, but more errors will occur. • **Paragraphs** used but show lack of planning or unity. • The **topic** is addressed with some relevance but it may be lacking in liveliness and **interest** value.
E **20 - 25**	• **Meaning** never in doubt, but errors are sufficiently frequent and serious to hamper reading. • Some simple **structures** may be accurate but accuracy is not sustained for long. • **Vocabulary** is limited – too simple to convey precise meaning or more ambitious but imperfectly understood • Simple words will usually be **spelt** accurately but frequent mistakes make reading the script difficult. • **Paragraphs** lack unity and are poorly organized. • The subject matter will show some relevance to the **topic** but only partial treatment is given. • High incidence of errors - distracts reader from merits of content of the piece of writing.
U (i) **14 - 19**	• **Meaning** is fairly clear. • High incidence of errors impede reading. • Many serious errors of various kinds throughout the script (single word). • Very few accurate sentences – sentences are simple and often repetitive. • **Sentences** will be simple and very often repetitive. • **Punctuation** is sometimes correct but sentence separation errors may occur. • **Paragraphs** lack unity / may not have paragraphs at all.
U(ii) **8 - 13**	• **Sense** will usually decipherable, but some of the errors will be multiple, requiring the reader to read and re-read before the meaning becomes clear. • Only a few accurate simple **sentences**. • **Content** of writing is comprehensible but meaning is blur due to high incidence of errors. • Scripts may be also far short of the required number of words.
U(iii) **0 – 7**	• Almost entirely **impossible** to read. • Whole sections make little or no **sense** at all. • Award marks if some sense is obtained. • The mark '0' should only be awarded if the script makes no sense at all.

PAPER 2 1119/2

SECTION A (QUESTIONS 1 – 15)   15 m

NO	ANSWER
1	C
2	D
3	B
4	A
5	C
6	D
7	B
8	C
9	C
10	D
11	C
12	C
13	B
14	A
15	A

SECTION B

16 **David**   1 m

17 Baskaran   1 m

18 Alisa   1 m

19 Chen   1 m

20 our lifestyles   1 m

21 good relationships/ close relation / *have good relationships / your close relations*

    1 m

22 satisfying   1 m

23 time / *your time* × *too much time*   1 m

24 positive   1 m

25 true to yourself   1 m

SULIT

SECTION C

26	(a)	The man looked old, unshaven, and ill-dressed	1 m
	(b)	astonishment	1 m
27	(a)	The beggar was bad for his business/ He stinks and that will chase his customers away	1 m
	(b)	The café went out of business/ He had nowhere to go/ } any two He was too old to work anywhere	2 m
28		She ran out of money/ She lived on the streets for days/ } any two She was starving	2 m
29		being hungry made her work harder	1 m
30		Action: *Any acceptable action* } *food /place /job* Action: *Any acceptable action* }	1 m 1 m

31. Summary

NO	CONTENT	LIFTING LINES
1	(slid her hands under the beggar's arm and) tried to pick him up/ or She was trying to get this man to his feet	14-15 22
2	She wants to take him to the café	24
3	She supported him by holding his arm around her neck	29-30
4	She will cancel the next weekly meeting here if he would not allow him in	37-38
5	She gently helped the beggar to sit in a corner	43-44
6	she made some orders	44
7	The beggar paid for her food/ or He deducted the price from his pay	54 63
8	He did not report her.	62
9	He gave her a roasted chicken sandwich	62
10	He gave her advice of not to give up	64
11	arrange a job interview for him	70
12	*arrange a place for him to stay*	71

The woman { 1–4 }

The beggar { 7–11 }

12	arrange a place for him to stay	71

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 ÷ 2 = 4.5 = <u>5 marks</u>

Content -   10
Language - <u>+ 5</u>
             15 marks

STYLE AND PRESENTATION DESCRIPTORS FOR SUMMARY

MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	– a sustained attempt to rephrase the text – expression is secure – difficult phrases from text may be substituted	5 Excellent	– language is accurate – occasional errors – sentence structure varied – marked ability to use original complex syntax – punctuation accurate – spelling correct throughout
4 Good	– noticeable attempt to rephrase the text – free from stretches of lifting – expression is generally secure	4 Good	– language is almost always accurate – serious errors will be isolated – some variation of sentences – punctuation accurate – spelling largely accurate
3 Fair	– intelligent and selective lifting but limited attempts to rephrase – expression may not always be secure	3 Fair	– language largely accurate – simple structures dominate – serious errors not frequent but noticeable – spelling nearly always accurate

2 Unsatisfactory	- total lifting of text but not a complete transcript - attempts to substitute but only for single words irrelevant sections, more frequent	2 Unsatisfactory	- meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	- more or less a transcript of the text - no originality - irrelevant sections copied	0-1 Poor	- heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D

32   a)   siblings/ brother and sister / sisters

       b)   Lulu wants her mother to know why she wants to run away

       c)   Mother does not want the persona to know what really happened/
           Mother does not want the persona to know that she cried

       d)   What would you do to comfort her:
           I would talk and accompany my mother.
           Reason:
           So that mother will feel relieved and able to figure out the solution(Any acceptable answer)

           - I would make a police report.

Content and Language Descriptors

Note:

1   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
- the response is not related to the task

2   For a response that has very little relevance to the task, maximum mark for LANGUAGE is **2**.

MARK RANGE	CONTENT	MARK	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 has some relevance or is only intermittently relevant to the task specified. • Provides some textual evidence with little development.	3	• Meaning is never in doubt but **errors** are becoming more frequent. • Fairly well-organised.
3 - 4	• Response of little relevance to the task specified. • Little textual evidence.	2	• Frequent **errors** with some blurring in meaning. • Poorly organised.
1 - 2	• Response has very little relevance to the task	1	• Makes little or no sense at all. • Lacks organisation.

PERATURAN PEMARKAHAN TAMAT