



**MAJLIS PENGETUA SEKOLAH MALAYSIA (MPSM)
CAWANGAN KELANTAN**

**TINGKATAN 5
2020**

**BAHASA INGGERIS
KERTAS 1 & 2**

UNTUK KEGUNAAN PEMERIKSA SAHAJA

**SKEMA
PEMARKAHAN**

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

NO	FORMAT	MARK
F1	Any appropriate greeting / salutation e.g. Good morning...	1 Mark
F2	State the purpose of the talk	1 Mark
F3	Any appropriate closing e.g. Thank you	1 Mark

NO.	CONTENT	MARK
C1	loss of friends	1 Mark
C2	major illness	1 Mark
C3	peer pressure	1 Mark
C4	pressure from parents	1 Mark
C5	[accept any relevant causes of stress]	1 Mark
C6	[accept any relevant causes of stress]	1 Mark
C7	make times for hobbies and interests	1 Mark
C8	get enough rest and sleep	1 Mark
C9	seek out social support	1 Mark
C10	accept there are things that you cannot control	1 Mark
C11	[accept any relevant answer]	1 Mark
C12	[accept any relevant answer]	1 Mark

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

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

<p>E 7 - 9</p>	<p>Meaning - never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. Some simple structures - may be accurate, but not sustained for long. Vocabulary is limited - too simple to convey precise meaning. Simple words - spelt correctly but frequent mistakes in spelling and punctuation. High incidence of linguistic errors. Paragraphs - lack unity or are haphazardly arranged. Tone - may be inappropriate for a talk</p>	<p>U (i) 4 - 6</p>	<p>Meaning - 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. Sentences - simple and very often repetitive. Punctuation - sometimes used correctly. Paragraphs - lack unity or there may not be any paragraphs at all. Frequent spelling errors. Tone - may not be appropriate for a talk</p>
<p>U(ii) 2 - 3</p>	<p>Errors - multiple in nature, requiring the reader to read and re-read to understand. Few accurate but simple sentences. Content - may be comprehensible, but the incidence of linguistic error is high. Tone - the talk is comprehensible, but its tone is hidden by the density of errors.</p>	<p>U(iii) 0 - 1</p>	<p>Almost entirely impossible to read. May make little or no sense 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 talk makes no sense at all from beginning to end.</p>

SECTION B: CONTINUOUS WRITING

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

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

PAPER 1119/2

Section A (15 Marks)

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

Section B (10 Marks)

- 16 1.00 p.m – 11.00 p.m
- 17 Dessert (MUST be in singular form)
- 18 Boba
- 19 Buttermilk chicken waffle
- 20 Buttermilk salted egg chicken
- 21 vintage decor
- 22 'Callebaut' chocolate
- 23 lunch or dinner
- 24 burnt cheesecake
- 25 premium coffee beans

Section C (25 Marks)

26. (a) Kota Bharu [1 mark]
27. (a) he sought his mother's forgiveness [1 mark]
- (b) remorse [1 mark]
28. (a) he had a sampling of financial independence [1 mark]
- (b) by writing a letter to them/ through letter [1 mark]
- (c) it was full of difficulties/ hardships [1 mark]
29. (a) because Reno was a world famous entertainment city/ tourists came all year round to Reno [1 mark]
- Accept any possible answer*
- (b) opportunist/ resourceful [1 mark]
- Accept any possible answer*

30. Lesson 1: we should discuss problems with our family [1 mark]

Lesson 2: We should not alienate our family [1 mark]

Accept any possible answer

31. Content Points for Summary

- C1 made decision to drop out from university
- C2 the guilt and remorse for having let down his parents was too much to bear
- C3 determined to only return after making it big in the US
- C4 he had a sampling of financial independence
- C5 crushed with remorse over how much he had disappointed his parents (Zaidi decided he could not go home empty handed)
- C6 determined to make his fortune before even thinking of returning to Malaysia
- C7 he shared an apartment in Sacramento (with five other Malaysian students)
- C8 he earned a living by working odd jobs (waiting tables and sorting mail)
- C9 he was homesick
- C10 shame and frustration caused him to further alienate his family
- C11 After six months, still unable to land a proper job
- C12 he made barely enough to survive
- C13 he knew no one there to stay with
- C14 he became homeless

Award

Content : 10 marks
Language : 05 marks
Total : 15 marks

LANGUAGE DESCRIPTORS FOR SUMMARY

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> There is a sustained attempt to rephrase the text language. Allow phrases from the text which are difficult to substitute. Expression is secure. 	5	<ul style="list-style-type: none"> The language is accurate. Any occasional slips or minor errors. Very well organised and coherent throughout. Marked ability to use original complex structures.
4	<ul style="list-style-type: none"> There is noticeable attempt to rephrase the text. The summary is free from stretches of concentrated lifting. Expression is generally sound. 	4	<ul style="list-style-type: none"> The language is largely accurate. Serious errors are not frequent although they are noticeable. Well-organised and coherent in most parts. Some ability to use original compound / complex structures.
3	<ul style="list-style-type: none"> Limited attempt to rephrase the text. Intelligent and selective lifting. i.e. when groups of words are combined with own words. Expression may not always be secure but the attempt to substitute will gain credit. 	3	<ul style="list-style-type: none"> The language is sufficiently accurate. Serious errors are becoming more frequent. Fairly well-organised and coherent in some parts.
2	<ul style="list-style-type: none"> Wholesale copying of text material, i.e. in chunks. Attempts to substitute with own language will be limited to single word expression. Irrelevant sections of the text may be present at this level. 	2	<ul style="list-style-type: none"> Meaning is not in doubt. Frequent serious errors. Poorly organised and lacks coherence.
1	<ul style="list-style-type: none"> Mindless lifting. More or less a complete transcript of the text. Originality barely noticeable. 	1	<ul style="list-style-type: none"> Heavy frequency of serious errors, impeding the reading in many places. Fractured syntax is much more pronounced at this level. Incoherent.

How to award marks for Language:

Example :

Paraphrase	:	4	} 7/2	= 3.5 →	<u>4 marks</u>
Use of English	:	3			

Section D (20 Marks)

32.

NO.	ANSWER	MARK	REMARK
(a)	It grew / it became worse	1	
(b)	The persona did not show his anger The persona acted normal The persona kept smiling The persona hid behind a false front in front of his enemy	1	
(c)	Anger / hatred / wrath	1	
(d)	Sample: Action: Tell my dissatisfaction to my friend Reason: I want to end my wrath so that I do not have to be angry with my friend anymore Accept any other reasonable answers	2	

Novel (15 marks)

33. Content : 10 marks
Language: 5 marks
Total : 15 marks

BAND FOR MARKING QUESTION 33 (NOVEL)

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
9 - 10	<ul style="list-style-type: none"> an always relevant response to the task almost always provides detailed and well developed textual evidence maintains a consistent and convincing point of view students can relate the characters with evidence mentioned for them 	5	<ul style="list-style-type: none"> accurate very well-organised easily understood
7 - 8	<ul style="list-style-type: none"> a relevant response to the task usually provides textual evidence maintains a consistent point of view convincing point of view and with some development students can relate the characters with some evidence 	4	<ul style="list-style-type: none"> largely accurate well-organised easily understood