

SULIT
Bahasa
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Kertas 1
&
Kertas 2
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MAKTAB RENDAH SAINS MARA

PEPERIKSAAN AKHIR SIJIL PENDIDIKAN MRSM 2020

PERATURAN PEMARKAHAN

BAHASA INGGERIS TINGKATAN 5

Kertas 1 & 2

UNTUK KEGUNAAN PEMERIKSA SAHAJA

AMARAN

Peraturan pemarkahan ini SULIT dan Hak Cipta Bahagian Pendidikan Menengah MARA. Kegunaannya khusus untuk pemeriksa yang berkenaan sahaja. Sebarang maklumat dalam peraturan pemarkahan ini tidak boleh dimaklumkan kepada sesiapa.

SECTION A : Directed Writing**MARKING SCHEME****Assessment objectives**

To test candidates' ability to:

- ❖ read and comprehend the rubric
- ❖ use the information given to display an understanding of the task
- ❖ generate ideas within the specific framework provided
- ❖ use clear and accurate Standard English in the response
- ❖ use a style and tone appropriate to the task

The objectives above are rewarded as follows:

CONTENT	-	15 marks
LANGUAGE	-	20 marks
TOTAL	-	35 marks

MARKING METHOD

Each script should be read slowly and annotated as detailed in the marking scheme. A brief comment at the end of the script is sometimes helpful when checking accuracy of the marking, particularly when the script has produced an answer which is not entirely catered for the marking scheme, but which is a valid response to the task and therefore should be given credit.

1 AWARDING MARKS FOR CONTENT

Content marks should be identified by the letter C followed by the content number and circled, for example (C1). Place a (1) in the right-hand margin of the script for each mark awarded. Put the total for CONTENT at the bottom right-hand margin of the script.

Candidates need not use exact words given in the stimulus. However, own language must convey the same meaning

The objectives above are rewarded as follows:

Detailed Marking Instructions

This question is assessed as follows:

Format Points

- F1 title
- F2 name of writer
- F3 appropriate ending

Content Points

Advantages

- C1 decision making
- C2 teamwork
- C3 concentration
- C4 one advantage of playing video games

Disadvantages

- C5 addiction
- C6 violent
- C7 affects studies
- C8 one disadvantage of playing video games

Tips on healthy gaming habits

- C9 limit playing time
- C10 appropriate games
- C11 play with family and friends
- C12 one tip on healthy gaming habits

2 AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

- (i) accurate English
- (ii) style and tone appropriate to the task

**** Candidates need not use exact words given in the stimulus. However, own language must convey the same meaning.**

MARKING METHOD

Indicate errors of language by underlining the word or phrase where the mistake occurs. Indicate by a tick (✓) good appropriate vocabulary, structure and tone. Award marks on the 'best-fit' basis by referring to the Criteria for Marking Language.

**CRITERIA FOR MARKING LANGUAGE
SECTION A - DIRECTED WRITING**

Mark Range	Description of Criteria
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 is appropriate.
B 16 – 18	<ul style="list-style-type: none"> • The language is almost always accurate but there may 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 is appropriate for a 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 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 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 or arousing interest. • Vocabulary is adequate but lacks precision. • Punctuation is generally correct but does not enhance or clarify meaning.

	<ul style="list-style-type: none"> • Simple words are spelt correctly but errors may occur when unfamiliar words are used. • Sentence separation errors may occur. • Written in paragraphs but show some unity in topic and attempts to use links. • The style and tone may not be entirely appropriate for a letter but some attempt has been made.
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 letter. 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 the incidence of error is high and definitely impedes the reading.. • A script at this level will have very 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 letter.
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 or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but its style and tone is hidden by the density of errors.
U (iii) 0 – 1	<ul style="list-style-type: none"> • Scripts in this category are almost 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 writing makes no sense at all from beginning to end.

NB No script will fit into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, **but should assess the writing as a whole before deciding on any category and should also refer to the exemplar scripts which have been discussed at the coordination stage of the marking exercise.**

LANGUAGE ACCURACY

These notes set out categories of serious and minor errors of English relevant to the various descriptors in the mark band.

SERIOUS ERRORS

- Wrong verb forms e.g. *Motorists like to raced along the road...*
- Serious tense errors, i.e. inconsistency of time setting e.g. *When I tried to overtake, the motorist brake suddenly...*
- Omission or obvious misuse of prepositions, e.g. *They were driving at the middle in the road...*
- Wholesale misunderstanding/misuse of words e.g. *The car slipped on the wet road.*
- Serious errors of agreement e.g. *The driver and his passengers was seriously injured.*
- Serious errors in handling key parts of speech, i.e. use of wrong pronoun, inability to handle articles. E.g. *Motorbike was drive by very young boy.*
- Ingrained weaknesses of punctuation e.g. commas replacing full stops, wrong use of colon, etc...
- SMS language.

MINOR ERRORS

- Misspelling of a minor nature. Count as serious error when the form of the word is severely mangled or is unrecognizable.
- Obvious slips of repetition or omission.
- Minor errors of punctuation, e.g. failure to complete pairs of commas etc...
- Be consistent in either British or American English spelling.
- Inappropriate language/slang unless it is done deliberately and effectively with the content.

MARKING SYMBOLS

√	Merit
—	Serious error (single word error)
~~~~~	Minor error (single word error)
	MWE multiple in nature (Two parallel lines in the right-hand margin)
^	Omission
R	Repetition
L	Lifting
IR	Irrelevant
§	Paragraph
FE	Factual Error (for novel)

## SECTION B : Continuous Writing

### MARKING SCHEME

#### ASSESSMENT OBJECTIVES

To test candidates' ability to:

- produce a piece of continuous prose in accurate Standard English.
- respond relevantly and creatively to a task chosen from a number of alternatives.

Particular emphasis is placed upon the candidates' ability for:

- write sentences of various lengths and types, using a variety of sentence structures as an aid to meaning.
- use a wide range of vocabulary with precision.
- punctuate accurately and effectively.
- write in paragraphs which are appropriately linked and show cohesion.
- spell accurately over the full range of vocabulary.
- respond with relevance and precision to the chosen topic.
- engage and sustain the interest of the reader.

*The above objectives are assessed by impression, using as guides the attached grade descriptions, and sample scripts showing performance across the expected range of achievement.*

#### MARKING METHOD

- The whole of each composition should be read slowly and carefully, indicating all errors by underlining the word or phrase where the mistake occurs and placing ticks (v) in the body of the composition to indicate good use of language or subject matter.
- When the script has been read, it should be assigned to one of the levels of performance described. No script will fit exactly to any category perfectly, but examiners must judge which level **best fits** the characteristics described in the grade descriptions.
- If the script meets all or nearly all the criteria given in the descriptions, the script should be placed at the top end of the mark range for that level. A script that fits the description but is less complete in its coverage of the criteria should be placed at the bottom end of the mark range for that particular level. Sample scripts should be used as further guides for awarding the correct mark.

**NB** When assessing a piece of continuous writing, it is important to remember that the candidate is working within a strict time limit under examination conditions and may, therefore, make occasional 'first draft errors' which are not typical of the candidate's best work.

**CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF  
CONTINUOUS WRITING**

**Section B**

Mark Range	Description of Criteria
<b>A</b> 44 – 50	<ul style="list-style-type: none"> <li>• The <b>language</b> is entirely accurate apart from very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is varied and sophisticated – shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> is wide and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance.</li> <li>• The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> </ul>
<b>B</b> 38 – 43	<ul style="list-style-type: none"> <li>• The <b>language</b> is accurate; occasional errors are either minor or first draft slips.</li> <li>• <b>Sentences</b> show some variation of length and type, including some complex structures.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>• <b>Punctuation</b> is almost always accurate and generally helpful.</li> <li>• <b>Spelling</b> is nearly always accurate.</li> <li>• <b>Paragraphs</b> show some evidence of planning, have unity and are usually appropriately linked.</li> <li>• The piece of writing is relevant to the <b>topic</b> and the <b>interest</b> of the reader is aroused and sustained through most of the composition.</li> </ul>
<b>C</b> 32 – 37	<ul style="list-style-type: none"> <li>• The <b>language</b> is largely accurate.</li> <li>• Simple <b>structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• <b>Sentence</b> may show some variety of structure and length but there is a tendency to use one type of structure, given it a monotonous effect.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>• <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• Simple words may be <b>spelt</b> correctly but errors may occur when more sophisticated words are used.</li> <li>• The composition is written in <b>paragraphs</b> which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some <b>interest</b> is aroused but not sustained.</li> </ul> <p>* <i>Candidates are confused.</i>            * <i>Ambitious candidates write one form of compound and complex sentences only and are still incorrect</i>            * <i>Play-safe candidates (Eg: using simple vocabulary/ using only conjunctions to combine two sentences instead of other forms of linkers).</i></p>



<p style="text-align: center;"><b>D</b> 26 – 31</p>	<ul style="list-style-type: none"> <li>• The <b>language</b> is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>• There will be patches of clear, accurate <b>language</b>, particularly when simple vocabulary and structures are used.</li> <li>• There is some variety of sentence type and length but the purpose is not clearly seen. <b>Punctuation</b> is generally correct but does not clarify meaning.</li> <li>• <b>Vocabulary</b> is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>• Simple words will be <b>spelt</b> correctly but more spelling errors will occur.</li> <li>• <b>Paragraphs</b> are used but show lack of planning or unity.</li> <li>• The topic is addressed with some relevance but the reader may find <b>composition</b> at this level lacking in liveliness and interest value.</li> </ul>
<p style="text-align: center;"><b>E</b> 20 - 25</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> is never in doubt, but errors are sufficiently frequent and serious to hamper reading.</li> <li>• Some simple <b>structures</b> may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li>• <b>Vocabulary</b> is limited- either too simple to convey precise meaning or more ambitious but imperfectly understood.</li> <li>• Simple words are <b>spelt</b> correctly but frequent mistakes in spelling and <b>punctuation</b> make reading the script difficult.</li> <li>• <b>Paragraphs</b> lack unity or are haphazardly arranged.</li> <li>• The subject matter will show some relevance to the <b>topic</b> but only a partial treatment is given.</li> <li>• The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> </ul>
<p style="text-align: center;"><b>U (i)</b> 14 – 19</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading.</li> <li>• 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.</li> <li>• A script at this level will have very few accurate sentences.</li> <li>• Although communication is established, the frequent errors may cause blurring.</li> <li>• <b>Sentences</b> will be simple and very often repetitive.</li> <li>• <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>• <b>Paragraphs</b> lack unity or there may not be any paragraphs at all.</li> </ul>
<p style="text-align: center;"><b>U (ii)</b> 8 – 13</p>	<ul style="list-style-type: none"> <li>• The reader is able to get some <b>sense</b> out of the script but errors are multiple in nature, requiring the reader to read and reread before being able to understand.</li> <li>• At this level, there may be only a few accurate but simple sentences.</li> <li>• The <b>content</b> may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>• This type of script may also be far short of the required number of words.</li> </ul>

<b>U (iii)</b> 0 – 7	<ul style="list-style-type: none"> <li>• Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>• Whole sections may make little or no <b>sense</b> at all.</li> <li>• Where occasional patches of clarity occur, marks should be awarded.</li> <li>• The mark “0” should be given if the script makes no sense at all, from the beginning to end.</li> </ul>
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** Refer to page 7 for Marking Symbols.*

**NB** When assessing pieces of continuous writing, it is important to remember that the candidate is working within a strict time limit, in examination conditions. No script will fit neatly into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, but **should assess the writing as a whole before deciding on any category and should also refer to the previous scripts which have been marked earlier.**

**PAPER 2****SECTION A**

The assessment objective for Section A is to assess students' ability to:

- demonstrate an understanding of reading and comprehension skills and sub-skills at recognition level

Question	Key
1.	A
2.	D
3.	A
4.	C
5.	C
6.	D
7.	D
8.	A

Question	Key
9.	C
10.	C
11.	B
12.	A
13.	C
14.	A
15.	D

### MARKING SCHEME FOR SECTION B

The assessment objective for Section B is to assess students' ability to:

- transfer relevant information from one text type to another

No.	Answer	Marks	Remarks
16.	Oxford University Press	1	
17.	(The) Dictionary of Art	1	
18.	biographies of major artists	1	} Answers are interchangeable
19.	(a whole chapter of) sculptures	1	
20.	over 600	1	
21.	students and researchers	1	has to be grammatically correct
22.	RM250.00	1	
23.	vivid and stunning	1	
24.	2 weeks / two weeks	1	
25.	online	1	

**SECTION C**  
**Answers for Questions 26 - 30**

The Assessment Objectives for Section C are to assess students' ability to :

- demonstrate an understanding of reading and comprehension skills and sub-skills at recognition level.
- apply lower order and higher order comprehension skills and sub-skills at recognition level.
- use language competently to convey meaning.

Please take note of the following :

- 1 **Do** award marks for answers with minor grammatical errors and spelling that do not disrupt meaning.
- 2 **Do** award full marks for intelligent lifting.
- 3 **Do** remember to use your discretion and good judgment for correct answers that appear different from the suggested answer in the mark scheme in terms of expression and structures used.
- 4 **Do** award marks (as indicated) for any reasonable answer(s) to a question that requires a personal response.
- 5 **Do not** award marks for total lifting that includes irrelevant sections of the text.
- 6 **Do not** award any marks for answers where meaning is totally unclear or unintelligible.
- 7 **Do not** award marks if one part of the sentence contradicts the other.

No.	Answer	Allow	Don't allow
26	(a) alternately	Spelling must be correct.	
	(b) Mum snatched his book away.		
27	(a) The <b>sound</b> of his mother's nagging (about the water) still <b>lingered</b> in his ears	If the word 'sound' is used, the idea of 'lingered' must be present.	
	<b>OR</b>		
	his mother's nagging		
	(b) To get them some bread.		
	(c) squeezed and shuffled	Spelling must be correct.	
28	(a) Sad/Frustrated/Angry/Disappointed		
	(b) To tell his Mum the bad news <b>that he could not get the water.</b>	Must indicate that he failed to get water	No lifting from text
29	He begged Ahmed not to go in / He held Ahmed tightly/ He stopped Ahmed from entering his flat.		
30	<ul style="list-style-type: none"> <li>• Give donations / to ease their financial burdens</li> <li>• Host the victims in our homes / to provide shelter for them</li> </ul>	Accept any logical answer.	

### MARKING SCHEME FOR Question 31 (Summary)

The Assessment Objectives for summary writing are to assess student's ability to:

- select and retrieve relevant information from a given text source.
- use the information in the passage given to display an understanding of the task.
- organise specific information from the passage coherently.
- paraphrase effectively and concisely.
- Present the information in Standard English, in an accurate and fluent form.

**The above objectives are rewarded as follows:**

Content	- 10 marks
Language	- 5 marks
<b>Total</b>	<b>- 15 marks</b>

### CHECKLIST FOR MARKING CONTENT

#### 1 Introductory words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing under Style.

#### 2 Length

Draw a double line where the introductory words end or should end. Count to 120 the number of words used **after** the double line and draw another set of double lines after the 120th word. If the number of words is less than 120, write the number down on the left side of the script. Bracket it. DO not rely on the candidate's word-total alone.

#### 3 Marking Method

Read the script carefully, numbering and circling each valid point where it occurs according to the list of points given in the subsequent sections of the mark scheme. Then assess the quality of the writing under the provisions for LANGUAGE. The final mark will be expressed as CONTENT plus LANGUAGE and the total is shown in the right-hand margin.

#### 4 Sequence errors

In general, only withhold the mark for a point if it is wildly out of sequence. DO not penalise the points that then follow.

## SUMMARY CONTENT

Each Point Scores 1 Mark  
Maximum: 10 marks

No	Line	Lifting	Paraphrase
C1	6	walked out of the small flat.	
C2	12	His friend ran to him and tempted him to play.	His friend persuaded Ahmed to play.
C3	16	He passed by two soldiers on sentry duty who hailed him	He walked by two armies on duty who stopped him.
C4	17-18/ 23	“Hey, take two cigarettes and get some bread for us, will you?” / “Go get the bread.”	One of them asked him to get some bread and offered him cigarettes.
C5	24	People were already crowding round the water lorry	Everybody gathered to get water from the lorry.
C6	26	Ahmed was still trying to get himself in front of the line.	He tried to get to the front line.
C7	27	He squeezed and shuffled his way through the crowd.	He pushed his way through the crowd.
C8	28	One more person and his mission for that precious water was accomplished.	There was one more person ahead of him.
C9	29	The shelling began again.	The bombing started again.
C10	29-30	Everybody scrambled away, trying to avoid the shrapnel.	Everybody ran away to find shelter.
C11	30	Another shell exploded nearby / A shower of missiles fell from the sky.	Another bombing occurred/ Missiles rained.
C12	30-31	The soldier shouted to everybody to take cover and vacate the area.	Everyone was instructed to take shelter and leave the place.
C13	31-32	The lorry started to zoom away.	The lorry left.
C14	32-33	Ahmed was adamant that he was going to get the water his mother wanted to complete her cooking.	Ahmed was persistent to get the water.
C15	33-34	He ran after the lorry... to fulfil his mother’s wish.	He chased after the water lorry.
Note: <b>1</b> The pronouns must be changed appropriately <b>2</b> Indirect speech must be used to replace dialogues. Content points must not be awarded for use of dialogues.			

## NOTES ON LANGUAGE

The mark for Language incorporates TWO categories of writing:

- Ability to PARAPHRASE and
- USE OF ENGLISH

The table which follows on page x provides descriptors of mark levels assigned to these two categories:

### AWARDING LANGUAGE MARKS

- 1 First of all, assign the script to a mark level under the category of PARAPHRASE.
- 2 Then arrive at the mark level for the USE OF ENGLISH. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the frequency of *serious and minor errors. Indicate these errors by underlining*. Then assess the ability to form original and extended syntax, outside the text structures.
- 3 **Add the marks** for PARAPHRASE and USE OF ENGLISH together and **divide by two**. Raise any half-marks to the nearest whole number.

e.g

P	1
UE	2
$3/2 = 1\frac{1}{2}$	
$= 2$	

- 4 **Add** this mark to the CONTENT mark and show as a total in the right-hand margin of the script.

e.g

C	10
L	2
12	

**Note:**

* If the candidate uses note-form throughout the answer, give 0 for the LANGUAGE mark but allow the points where they are clearly made.



## LANGUAGE DESCRIPTORS

## Question 31: Summary

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

**Note:**

- 1 The mark of 0 is awarded if the material used is totally outside the prescribed text or if the candidate copies the entire passage (no attempt to summarise).
- 2 For a 'more or less complete transcript within the prescribed area of the text', maximum mark for USE OF ENGLISH is 2.
- 3 For copying of text materials in chunks, maximum mark for USE OF ENGLISH is 3.

## LANGUAGE ACCURACY

These notes set out categories of serious and minor errors of English relevant to the various descriptors in the mark bands.

### SERIOUS ERRORS

- Wrong verb forms
- Serious tense errors, i.e. inconsistency of time settings.
- Omission or obvious misuse of prepositions.
- Wholesale misunderstanding/ misuse of words.
- Serious errors of agreement
- Serious errors in handling key parts of speech, i.e. use of wrong pronoun, inability to handle articles.
- Ingrained weakness of punctuation i.e. commas replacing full stops, wrong use of colon, etc.
- Use of SMS language.

### MINOR ERRORS

- Misspelling of a minor nature. Counts as serious error when the form of the word is severely mangled or is unrecognisable.
- Obvious slips of repetition or omission.
- Minor errors of punctuation i.e. failure to complete pairs of commas etc.
- Inappropriate language/slang.  
* Slang is accepted if there is a purpose or for an effect.

**NB** When assessing a script, it is important to remember that the candidate is working within a strict time limit in the examination conditions. No script will fit neatly into any one of the categories described. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, but should assess the script as a whole before deciding on any category and should also refer to the exemplar scripts which are discussed at the coordination stage of the marking exercise.

**SECTION D**  
Answers for Questions 32 - 33

**Question 32**

No.	ANSWER	MARK	REMARK
<i>a</i>	(An old) rag-doll	0/1	
<i>b</i>	(A) cry/ The sound of somebody's crying	0/1	
<i>c</i>	Why do you wander about as though / And why do tear drops fall?	0/1	
<i>d</i>	E.g:  Action : Listen to her explanation.  Reason : She is just a teenager who may not know how to make a wise decision.  Action : Let her in.  Reason : She may be in danger.  • Any plausible answers with logical reason.	0/1  0/1	Accept any possible answers

**Question 33** For this question, marks are awarded as follows:

Content	-	10 marks
Language	-	5 marks
<b>Total</b>	-	<b>15 marks</b>

**MARKING METHOD**

- 1 Read the script carefully before deciding which band it best fits and the CONTENT mark it deserves. If the response meets all or nearly all the descriptors given in the band, the response should be placed at the top of the mark range for that particular band.
- 2 Then assess the quality of writing under the provision for LANGUAGE.
- 3 The final mark will be expressed as CONTENT plus LANGUAGE and the total is shown in the right-hand margin.
- 4 No response will fit perfectly into any band but examiners must judge which level best fits descriptors in the bands.

## Content and Language Descriptors

## Question 33: Novel

Mark range	Content	Mark range	Language
9-10	<ul style="list-style-type: none"> <li>- A consistently relevant and convincing response to the task specified.</li> <li>- Always provides detailed and well-developed textual evidence</li> </ul>	5	<ul style="list-style-type: none"> <li>- The <b>language</b> is accurate.</li> <li>- Very well-organised.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>- Response is relevant to the task specified</li> <li>- Usually provides textual evidence with some development</li> </ul>	4	<ul style="list-style-type: none"> <li>- The <b>language</b> is largely accurate</li> <li>- Well organised</li> </ul>
5-6	<ul style="list-style-type: none"> <li>- Response has some some relevance or is only intermittently relevant to the task specified</li> <li>- Provides some textual evidence with little development</li> </ul>	3	<ul style="list-style-type: none"> <li>- Meaning is never in doubt but <b>errors</b> are becoming more frequent</li> <li>- Fairly well organised</li> </ul>
3-4	<ul style="list-style-type: none"> <li>- Response of little relevance to the task specified</li> <li>- Little textual evidence</li> </ul>	2	<ul style="list-style-type: none"> <li>- Frequent <b>errors</b> with some blurring in meaning</li> <li>- Poorly organised</li> </ul>
1-2	<ul style="list-style-type: none"> <li>- Response has very little relevance to the task.</li> </ul>	1	<ul style="list-style-type: none"> <li>- Makes little or no sense at all</li> <li>- Lacks organisation</li> </ul>

**Note:**

- 1 The mark of 0 should only be awarded if:
  - the response is in a language other than language
  - 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.
- 3 No script will fit into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, **but should assess the script as a whole before deciding on any category and should also refer to the exemplar scripts, which are discussed at the coordination stage of the marking exercise.**

## PERATURAN PEMARKAHAN TAMAT