
MARK SCHEME
ENGLISH LANGUAGE
PAPER 1 & 2
(1119/1 & 1119/2)

PAPER 1**MARKING SCHEME FOR SECTION A: Directed Writing****ASSESSMENT OBJECTIVES**

To test candidates' ability to:

- read and comprehend the rubrics
- 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 by 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.

CONTENT - 15 marks

**** Do not award one mark for the mere mention of the main idea.**

Format points:

F1	Sender's name and address and recipient's name and address	1 mark
F2	Salutation and title	1 mark
F3	Signing off	1 mark

Content Points: mere listing of points not eligible to obtain content marks.

Problems

C1	face mask (e.g. students put on mask temporarily)	1 mark
C2	hand sanitising (e.g. students sanitise their hands incorrectly)	1 mark
C3	no physical distancing (e.g. students walk/stand close to their friends)	1 mark
C4	sharing food (e.g. students share food when they eat in their class)	1 mark
C5	symptomatic students show up to school (e.g. students who has fever still come to school)	1 mark
C6	one more problem (e.g. students do not sneeze in an appropriate manner such as not into their elbow)	1 mark

Solutions

C7	fine (e.g. fine the students for taking off their masks)	1 mark
C8	hand sanitising demonstration	1 mark
C9	Supervision by teachers	1 mark
C10	daily reminder about the danger of food sharing (e.g. by teacher-on-duty)	1 mark
C11	isolate symptomatic students (e.g. take them to the isolation room)	1 mark
C12	own idea (which relates to C6 ; e.g. provide students with tissue)	1 mark

2 AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

- i. accurate English
- ii. style and tone appropriate for 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 (✓) for good appropriate vocabulary, structure, and tone. Award marks on a best-fit basis by referring to the Criteria for Marking Language.

CRITERIA FOR MARKING LANGUAGE**Section A: Directed Writing**

Mark Range	Description of Criteria
<p style="text-align: center;">A 19 – 20</p>	<ul style="list-style-type: none"> ● Language – accurate with occasional first draft slips ● Sentence structures – varied and sophisticated ● Sentence length and type – employed to achieve intended effect ● Vocabulary – wide, sophisticated and used with precision ● Punctuation – accurate and helpful ● Spelling – accurate ● Paragraphs – unified and well-linked ● Style – formal, informative and concise, and, tone – always appropriate. The reader is convinced that this could be a real letter to the principal.
<p style="text-align: center;">B 16 – 18</p>	<ul style="list-style-type: none"> ● Language – almost always accurate with minor or first draft errors ● Sentences – varied in length and type ● Complex structures – confidently used ● Vocabulary – wide, conveying intended shades of meaning with some precision ● Punctuation and spelling – almost always accurate ● Style and tone – appropriate to the task. The reader is satisfied that a genuine attempt has been made to write a letter to the principal.
<p style="text-align: center;">C 13 – 15</p>	<ul style="list-style-type: none"> ● Language – largely accurate ● Simple structures – no errors, mistakes in only more sophisticated structures ● Vocabulary – adequate to convey meaning but not developed to achieve precision ● Sentences – some variety of length and structure ● Tendency to use one type of structure ● Punctuation and spelling – generally accurate; errors in more complex use ● Paragraphs – some unity ● Style and tone – generally appropriate to the task
<p style="text-align: center;">D 10 – 12</p>	<ul style="list-style-type: none"> ● Language – sufficiently accurate ● Patches of clarity – simple vocabulary and structures

	<ul style="list-style-type: none"> ● Mistakes with more complex sentences ● Limited sentence length and type ● Vocabulary –adequate but lacks precision ● Punctuation, generally correct ● Simple words – spelt correctly with errors from unfamiliar words ● Written in paragraphs but lacks unity ● Style and tone – may not be entirely appropriate
E 7 – 9	<ul style="list-style-type: none"> ● Meaning – never in doubt ● Single-Word Errors (SWEs) – frequent and hampers reading ● Simple sentence structures – accurate but not sustained ● Vocabulary- limited ● Spelling – simple words accurate but mistakes with more difficult words ● Paragraphs – lacks unity ● May have punctuation errors ● Style and tone – unlikely appropriate
U (i) 4 – 6	<ul style="list-style-type: none"> ● Meaning – fairly clear, errors impede reading. ● Accurate sentences – a few ● Vocabulary – inadequate to express meaning ● Spelling and Punctuation – frequent errors ● Paragraphs – sometimes used correctly, show lack of planning. ● Style and tone –inappropriate.
U (ii) 2 – 3	<ul style="list-style-type: none"> ● Sense – decipherable ● requires re-reading and reorganising before meaning becomes clear ● Little or no sense – whole sections ● Accurate sentence – likely to be one or two, most simple sentences ● Content – comprehensible ● Style and tone – hidden by density of errors
U (iii) 0 – 1	<ul style="list-style-type: none"> ● Scripts – almost entirely impossible to recognise as English ● Whole sections - may not make sense or copied from text ● Award “1” mark if some sense can be obtained. ● “0” mark awarded if 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 letter as a whole before deciding on any category.**

SECTION B: CONTINUOUS WRITING**[50 MARKS]****MARKING METHOD:**

1. Each composition should be read slowly and carefully.
2. Underline all errors and place ticks (✓) to indicate good use of language or subject matter.
3. Assign the script to one of the levels of performance described. If the script meets all or nearly all the criteria given in the description. It should be placed at the top of the mark range for that level. On the other hand, 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.

CRITERIA FOR MARKING SCHEME FOR DIRECTED WRITING LANGUAGE

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;">A</p> <p style="text-align: center;">44 – 50</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional 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.
<p style="text-align: center;">B</p> <p style="text-align: center;">38 – 43</p>	<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 variations 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.

<p style="text-align: center;">C</p> <p style="text-align: center;">32 – 37</p>	<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 wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of length and structures 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 unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.
<p style="text-align: center;">D</p> <p style="text-align: center;">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 style="text-align: center;">E</p> <p style="text-align: center;">20 – 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper precision and speed of 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) 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 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) 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 in natures, 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) 0 – 7</p>	<ul style="list-style-type: none"> • Scripts in this category are entirely impossible to read. • Whole sections may make 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 the 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 letter as a whole before deciding on any category.**

PAPER 2

1. MARKING SCHEME FOR SECTION A: MULTIPLE CHOICE QUESTIONS

Assessment objectives

To test candidates' ability to:

- Show an understanding of reading and comprehension skills.

Question	Answer
1	D
2	D
3	C
4	C
5	D
6	B
7	A
8	B

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

2. MARKING SCHEME FOR SECTION B: INFORMATION TRANSFER

Assessment objectives

To test candidates' ability to:

- Transfer relevant information from one text type to another accurately.

Question	Answer	
16	Scientific American	Upper or lower case accepted.
17	The Oprah Magazine	
18	Men's Health	
19	Cosmopolitan	
20	The New Yorker	
21	children	Not accepted if words used are not found in stimulus or number of words exceeds.
22	age group	
23	balanced diet	
24	essential	
25	brain functions	

3. MARKING SCHEME FOR SECTION C: READING COMPREHENSION

Assessment objectives

To test candidates' ability to:

- To show an understanding of reading comprehension skills
- To select relevant information to answer questions
- Use language competently to convey meaning.

Notes

1. *Minor grammar errors are acceptable as long as it does not disrupt the meaning.*
2. *Intelligent lifting should be accepted.*
3. *Use own judgement if answers appear different from scheme for questions requiring personal response.*
4. *If meaning is not clear, then the answer is not accepted.*

No	Answer	Allowed Lifting	Mark
26	a pastry chef	Partial lifting Line 3 <i>a pastry chef, but Maricel is no ordinary chef – she has no hands</i>	1
27 (a)	four men, (armed with long knives) attacked them / they hacked her uncle (on the neck) /killed him / a man slashed her (on the neck too.)	Partial lifting Lines 15-16 Line 17 Lines 19-20 <i>With a long knife, a man slashed her on the neck too.</i>	1
27 (b)	Not to slash her neck / not to be hurt / not to be killed /not to harm her / mercy	Lifting not allowed Accept any other answer that conveys the idea of seeking mercy	1
27 (c)	Lost consciousness	Lifting not allowed Lines 20-21	1
28 (a)	she pretended to be dead	Partial lifting Line 23 Accept any other extra information that does not disrupt the intended answer E.g. she pretended to be dead until the attackers were gone and ran back home	1

28 (b)	Fell off/ cut both her hands were falling off / her hands were cut off /	Partial lifting Lines 24-25	1
29 (a)	a distant relative	Partial lifting Line 32 <i>Archbishop Antonio Ledesma, a distant relative</i>	1
29 (b)	paid for the hospital bills /and helped them bring the criminals to court.	Partial lifting Lines 32-34	1
30	Opinion: Tough / strong / brave girl Reason: she does not allow her disability to stop her from achieving her future life. (<i>accept any plausible answer</i>)	No lifting Reason does not stand on its own. 1,0 /0,0	1 1

4. MARKING SCHEME FOR SECTION C: SUMMARY

Assessment objectives

To test candidates' ability to:

- To select relevant information from the text.
- To organise the information coherently
- Use language competently to convey meaning.
- Paraphrase effectively
- Present in standard English

MARK ALLOCATION

(i)	Content	-	10 marks
(ii)	Language	-	5 marks*
	Total	-	15 marks

- Language
 - Paraphrase - 5 marks
 - Use of English - 5 marks
 - Total - 10 marks /2 = 5 marks*

SUMMARY CONTENT**Each point scores 1 mark****Maximum: 10 marks**

1. attacked (by four men)
2. slashed on her neck
3. lost her hands
4. traumatised
5. had financial constraints
6. classmates' teasing
7. totally dependent on her mother
8. learned to write
9. learned to do chores
10. accepted her disability/ got in terms with her disability
11. took up 2-year hotel and restaurant course
12. She didn't shy away from the attention / joined cake decorating competition
13. In 2008 she graduated from a course in Hotel and Restaurant Management
14. in 2011 she finished her education to be a chef

Word count

- 1, didn't = 2 words
2. 2-year = 1 word (without hyphen, 2 words)
3. wasn't = 2 words
4. weren't = 2 words
5. Proper noun counted individually.
e.g. Archbishop Antonio Ledesma = 3 words

Language Descriptors: Question 31 : 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 errors are either first draft slip or minor errors. Very well-organised and coherent throughout. Marked ability to use original complex sentence.
4	<ul style="list-style-type: none"> There is a 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 sentences.
3	<ul style="list-style-type: none"> Limited attempt to rephrase the text. Intelligent and selective lifting. 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"> Copying of text material in chunks with little evidence of selection and care. Attempts to substitute 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.

Note:

- 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).
- For a '**more or less complete transcript within the prescribed area of the text**', maximum mark for **USE OF ENGLISH** is **2**.
- For **copying of text materials in chunks**, maximum mark for **USE OF ENGLISH** is **3**.

MARKING SCHEME FOR SECTION D : POEM**Assessment objectives**

To test candidates' ability to:

- To select relevant information from the text.
- To organise the information coherently
- Use language competently to convey meaning.
- Paraphrase effectively
- Present in standard English

Question 32 : Poem

(a)	An old rag-doll/ old rag-doll	[1 mark]
(b)	(i) the window is open/ indicates freedom	[1 mark]
	(ii) her money-box/ money box	[1 mark]
(c)	eloping/ following trend / scammed by someone / family problems / wants	[1mark]
	some freedom / peer pressure/ (accept any suitable answers)	[1 mark]

5. MARKING SCHEME FOR SECTION D : NOVEL

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
5 - 6	<ul style="list-style-type: none"> an intermittently relevant response to the task provides little textual evidence point of view is consistent in parts students can relate the characters with little evidence 	3	<ul style="list-style-type: none"> frequent errors but meaning is not in doubt fairly organised can be understood
3 - 4	<ul style="list-style-type: none"> a response of very little relevance to the task hardly any textual evidence point of view is difficult to establish mere mention of characters more towards narration 	2	<ul style="list-style-type: none"> some blurring in meaning poorly organised generally difficult to understand
1 - 2	<ul style="list-style-type: none"> shows barely any understanding of the requirement(s) of the task point of view is not established 	1	<ul style="list-style-type: none"> makes little or no sense at all lacks organisation difficult to understand

Note: The mark of '0' should be awarded if

- the response is in a language other than English
- the response is not related to any of the novel
- the response did not address any part of the task

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