

**MODUL PENINGKATAN PRESTASI AKADEMIK  
TINGKATAN 4 DAN TINGKATAN 5 TAHUN 2014**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS  
KERTAS 1 DAN 2**

**MODUL 1:  
PEPERIKSAAN PERTENGAHAN TAHUN 2014  
TINGKATAN 5**

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**PAPER 1****SECTION A – DIRECTED WRITING****Maximum Marks**

Content	15 marks
Language	20 marks

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**Total      35 marks**

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**Detailed Marking Instructions**

FORMAT	2 MARKS
CONTENT	13 MARKS
LANGUAGE	20 MARKS

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**TOTAL                      35 MARKS**

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<b>Format:</b>	2 Marks	F1	Title	1 mark
		F2	Byline	1 mark
<b>Content:</b>	13 Marks	C1	Date: 27-30 April 2014	1 mark
		C2	Venue: Rimba Bay, Purnama Island	1 mark
		C3	Participants: 100 students	1 mark
		C4	Accommodation: Dormitory	1 mark
		C5	Trainers: Committee members of Friends of Earth	1 mark
		C6	Videos on environmental issues	1 mark
		C7	Beach cleaning	1 mark
		C8	Making handicrafts from recycled items	1 mark
		C9	Bird-watching	1 mark
		C10	Mother Nature dying	1 mark
		C11	Polluted world	1 mark
		C12	Conservation important	1 mark
		C13	Play roles effectively	1 mark
<b>Language:</b>	20 Marks		Refer to the criteria for marking language	

**DIRECTED WRITING: CRITERIA FOR MARKING LANGUAGE**

<b>Mark Range</b>	<b>Description</b>
<b>A 19 – 20</b>	Language accurate with maybe occasional first draft slips. Varied sentence structures in length and type. Some apt sophisticated vocabulary. Punctuation and spelling accurate. Paragraphs well-linked and show unity. Style and tone appropriate.
<b>B 16 – 18</b>	Language almost always accurate. Errors arise because of attempt to use more ambitious structures. Varied sentence structures. Wide vocabulary and spelling nearly always accurate. Paragraphs appropriately linked. Style and tone generally appropriate.
<b>C 13 – 15</b>	Language largely accurate. Simple structures used without errors. Mistakes may occur when more sophisticated structures are attempted. Adequate vocabulary. Punctuation generally accurate. Paragraphs show some unity. Style and tone fairly appropriate.
<b>D 10 – 12</b>	Language sufficiently accurate. Meaning comes through clearly. Patches of clarity seen when simple structures used. Mistakes creep in when complex structures are attempted. Adequate vocabulary but not so apt. Spelling errors when difficult words used. Inappropriate linkers may be used. Style and tone not always appropriate.
<b>E 7 – 9</b>	Sufficiently frequent errors hamper speed of reading but meaning never in doubt. Some simple accurate structures but accuracy not sustained. Limited vocabulary. Correct spelling of simple words. Paragraphs lack unity and incorrect use of linkers. Style and tone may not be appropriate.
<b>U(i) 4 – 6</b>	Frequent serious errors but meaning fairly clear. High incidence of errors impedes reading. A few simple structures used accurately. Limited vocabulary. Frequent spelling and punctuation errors. On the whole lacks planning. Style and tone inappropriate.
<b>U(ii) 2 – 3</b>	Multiple errors that make the reader re-read and reorganise before meaning becomes clear. Whole sections may make little or no sense. Hardly any accurate sentences, maybe one or two. Vocabulary very limited.
<b>U(iii) 0 – 1</b>	Almost impossible to recognise as pieces of English. May make no sense at all. <b>'0' is awarded only when no sense at all from beginning to end.</b>

**Section B : Continuous Writing**  
**Maximum : 50 marks**

**CRITERIA FOR ASSESSMENT**

<b>Grade</b>	<b>Mark Range</b>	<b>Descriptors</b>
<b>A</b>	<b>44 – 50</b>	Language entirely accurate. Maybe occasional first draft slips. Varied sentence structures in length and type. Vocabulary wide and apt. Punctuation and spelling accurate. Paragraphs well-planned and well-linked. Topic addressed with consistent relevance. Interest aroused and sustained throughout.
<b>B</b>	<b>38 – 43</b>	Language accurate. Occasional errors are either minor or first draft slips. Vocabulary wide and used quite aptly. Sentences show some variation. Punctuation accurate. Spelling almost always accurate. Paragraphs show some planning. Interest aroused and sustained throughout most of the composition.
<b>C</b>	<b>32 – 37</b>	Language largely accurate. Accurate simple structures but errors may occur when more sophisticated structures are attempted. Vocabulary wide but not so apt. Tendency to use one type of structure giving a monotonous effect. Correct spelling of simple words but errors occur when spelling difficult words. Paragraphs may show some unity but links may be absent. Interest aroused but not sustained.
<b>D</b>	<b>26 – 31</b>	Language sufficiently accurate. Meaning clear. Patches of clarity when simple vocabulary and structures are used. Some varieties of sentence type and length. Adequate vocabulary. More spelling errors will occur. Paragraphs lack unity and planning. Composition lacks liveliness and interest value.
<b>E</b>	<b>20 – 25</b>	Meaning never in doubt but errors hamper reading. Simple structures may be accurate. Limited vocabulary. Frequent mistakes in spelling and punctuation. Paragraphs lack unity. Partial treatment of subject matter.
<b>U(i)</b>	<b>14 – 19</b>	Limitation of subject matter due to lack of linguistic skills. Meaning fairly clear. Many serious errors, mainly of one-word type. Communication established but errors may cause blurring. Sentences simple and often repetitive. There may be no paragraphs.
<b>U(ii)</b>	<b>8 – 13</b>	Errors multiple in nature, requiring the reader to read and re-read before being able to understand. High incidence of error makes meaning blur. Maybe short of required number of words. Able to get some sense.
<b>U(iii)</b>	<b>0 – 7</b>	Script almost entirely impossible to read. Full of multiple-word errors. Whole sections may make little or no sense. Where occasional patches of clarity occur, marks should be awarded. <b>“0” is awarded only if no sense at all from beginning to end.</b>

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

- |           |          |
|-----------|----------|
| <b>1</b>  | <b>C</b> |
| <b>2</b>  | <b>A</b> |
| <b>3</b>  | <b>D</b> |
| <b>4</b>  | <b>D</b> |
| <b>5</b>  | <b>C</b> |
| <b>6</b>  | <b>B</b> |
| <b>7</b>  | <b>C</b> |
| <b>8</b>  | <b>C</b> |
| <b>9</b>  | <b>A</b> |
| <b>10</b> | <b>C</b> |
| <b>11</b> | <b>A</b> |
| <b>12</b> | <b>A</b> |
| <b>13</b> | <b>A</b> |
| <b>14</b> | <b>D</b> |
| <b>15</b> | <b>A</b> |

**SECTION B**

- |           |  |   |                                      |
|-----------|--|---|--------------------------------------|
| <b>16</b> | Water Supply Consortium                      | } | Answers for no. 18, 19: In any order |
| <b>17</b> | Multi Corp Sdn. Bhd.                         |   |                                      |
| <b>18</b> | 1 June                                       |   |                                      |
| <b>19</b> | End of August                                |   |                                      |
| <b>20</b> | use water sparingly                          | } | Answers for no. 20, 21: In any order |
| <b>21</b> | cut down on activities which used much water |   |                                      |
| <b>22</b> | four   |   |                                      |
| <b>23</b> | discontinue                                  |   |                                      |
| <b>24</b> | dams   |   |                                      |
| <b>25</b> | drought                                      |   |                                      |

- Note:**
- 1. Initial capital is mandatory for questions 16 and 17**
  - 2. Award '0' for spelling errors if the word is taken from the text.**

**SECTION C**

- 26** He came running into the departure lounge  
Permissible Lifting: [Then, just as .....departure lounge]  
(lines 2 – 3)
- 27** (a) 32 passengers (no lifting)  
(b) Joe / (team) coach (no lifting)
- 28** (a) He was losing in competitions / He did not perform well / He did not win medals (accept any relevant answer) (no lifting)  
(b) strong winds / wind shear (no lifting)  
Permissible Lifting 1: [Flanked by....strong winds]  
(Lines 19 – 20)
- 29** (a) erratic  
(b) they were scared the plane might crash / the plane was speeding unsteadily / the speeding plane balanced precariously on two wheels (accept any relevant answer) (no lifting)
- 30** Everybody was too panicked to notice the plea  
All passengers were too concerned to save themselves  
Time was too limited for other passengers to help others  
(Accept any two answers above – accept any other acceptable answers)

**31 SUMMARY**

Content (C) (maximum 10 marks even if all the points are given)

Style and Presentation (L)

C : 10 marks

L : 5 marks

**Total : 15 marks**

**CONTENT POINTS**

- 1) the Genoa tower warned Captain Bono of wind shear on the final approach path
- 2) a 20-knot crosswind
- 3) (At two minutes to touchdown), the plane rocked and shuddered / the plane hit strong winds
- 4) (the aircraft landed but) the main landing gear hit the runway with a hard thud
- 5) the plane balanced unsteadily on two wheels
- 6) careered down the runway at around 240 kilometres per hour (until the nosewheel touched down)
- 7) (The plane briefly righted itself), then dipped sharply to the left
- 8) The aircraft had already eaten up half the landing strip
- 9) (When the emergency brake was slammed), the rubber had melted off the tyres
- 10) skidding sideways
- 11) the plane smashed through a boundary wall
- 12) the plane hurtled out into the sea (at 110 kilometres an hour) / the plane splashed down 30 metres away into the sea
- 13) water was gushing into the cabin / tonnes of water poured into the plane
- 14) increasing the tilt in the cabin / the nose of the plane was pushed deeper under the surface



**SUMMARY: CRITERIA FOR STYLE AND PRESENTATION**

<b>Mark</b>	<b>PARAPHRASE</b>	<b>Mark</b>	<b>USE OF ENGLISH</b>
<b>5</b>	A sustained attempt to re-phrase text. Expression is secure. Allowance given for phrases / words lifted from text that are difficult to substitute.	<b>5</b>	Very occasional first draft slips. Language is accurate. Varied sentence structures. Use of original complex syntax. Punctuation and spelling accurate.
<b>4</b>	A noticeable attempt to re-phrase text. Free from stretches of concentrated lifting. Expression generally sound.	<b>4</b>	Language almost always accurate. Isolated serious errors. Some varied structures. Sentences may include original complex syntax. Punctuation and spelling nearly always accurate.
<b>3</b>	Intelligent and selective lifting. Limited attempts to re-phrase. Expression may not always be secure.	<b>3</b>	Language is largely accurate. Simple structures tend to dominate. Noticeable serious errors but not frequent. Sentences that show some varieties and complexities will generally be lifted from the text. Punctuation and spelling largely accurate.
<b>2</b>	Wholesale copying of text material, not a complete transcript of the original. Own language limited to single word substitution. Irrelevant sections more frequent.	<b>2</b>	More frequent serious errors but meaning never in doubt. Simple structures but accuracy not sustained. Simple punctuation and spelling of simple words largely accurate. Irrelevant or distorted details might destroy sequence in places.
<b>1</b>	More or less a complete transcript of the text. Random transcription of irrelevant parts of text.	<b>1</b>	Heavy frequency of serious errors. Fractured syntax. Poor punctuation and spelling. Errors impede reading.

**Note:**

$$\text{Mark for style and presentation (Language)} \quad \mathbf{L} = \frac{\text{Mark for P} + \text{Mark for UE}}{2}$$

Example:  $\mathbf{L} = \frac{3 + 4}{2} = 3 \frac{1}{2} = \mathbf{4}$

**SECTION D**

- 32 (a) the couple / parents of the son whose buffalo was missing  
 (b) (i) they had to brave the horrendous flood  
 (ii) bloated  
 (c) Carry their belongings to the relief centre / Provide clothes and blankets  
 [Accept any two logical suggestions]

**Guidelines for marking question 33**

- Response** - 10 marks ( Refer to the band descriptors for response)  
**Language** - 5 marks ( Refer to the band descriptors for language)

**RESPONSE (10 marks)**

<b>Score</b>	<b>Band Descriptors</b>
<b>9-10</b>	Response is relevant to the task specified and is well-supported with evidence from the text. Main and supporting ideas are relevant to the task specified. Ideas presented clearly, well-organised and easily understood.
<b>7-8</b>	Response is relevant to the task specified and is usually supported with evidence from the text. Main and supporting ideas are mostly relevant to the task specified. Ideas presented fairly clear, and easily understood.
<b>5-6</b>	Response is likely to be intermittently relevant to the task specified. The response is supported with some evidence from the text. Writing contains some ideas that are relevant to the task specified. Ideas presented generally clear and can be understood.
<b>3-4</b>	Response may be barely relevant to the task specified. The response is unlikely to have textual support. Writing barely contains ideas that may be relevant to the task specified. Ideas presented may be difficult to understand.
<b>0-2</b>	Has barely any understanding of the requirements of the task. Writes in a disorganized way. No coherence. Has no understanding of the task. Response provided in language other than English or no response.

**LANGUAGE (5 MARKS)**

<b>Score</b>	<b>Band Descriptors</b>
5	Apart from occasional slips, language is always accurate. Sentence structure is varied. Punctuation is accurate. Spelling is secure.
4	Language is almost always accurate. Unnoticeable serious errors may occur. Punctuation is accurate. Spelling is nearly always secure.
3	Language largely accurate. Simple structures tend to dominate. Noticeable serious errors may occur when more complex structures are attempted. Punctuation is largely accurate. Spelling is mostly secure.
2	Meaning is not in doubt. Serious errors become more frequent. Very simple structures used but accuracy is not sustained. Simple punctuation is usually correct. Spelling of simple words accurate. Irrelevant or distorted details destroy the sequence.
1	Heavy frequency of serious errors impedes reading. Fractured syntax is rampant. Punctuation falters. Spelling mostly inaccurate.