

MODUL KECEMERLANGAN AKADEMIK
SKEMA JAWAPAN

PERCUBAAN TAHUN 2017
BAHASA INGGERIS
TINGKATAN 5
KERTAS 1

Kertas ini mengandungi 6 halaman bercetak

[Lihat halaman sebelah

SULIT

MARK SCHEME for DIRECTED WRITING (REPORT)

Format - 3 marks :- F1 - Receiver's post and address - 1 mark
 F2 - Title - 1 mark
 F3 - Name of the Writer - 1 mark

Content points - 12 marks:-

Problems

- Abandoned houses – mosquitoes breeding ground – drug addicts C1
- Noisy neighbours – loud music, fighting C2
- Household rubbish – open burning C3
- Illegal stalls by the roadside – traffic congestion C4
- Cars parked haphazardly – blocking entrance C5
- Vandalism – graffiti C6

Suggestions To Overcome

- Security measures C7
- Police patrol C8
- Enforce law - fines C9
- Community programmes C10
- Your own suggestion C11
- Your own suggestion C12

Language - 20 marks

CRITERIA FOR MARKING LANGUAGE Question 1 : Directed Writing

Mark Range	Description of Criteria
A 19 – 20	*Language is entirely accurate apart from occasional first draft slips. *Sentence structure is varied and shows that the candidate is able to use sentence length and type to achieve an intended 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. * The style and tone is appropriate.
B 16 – 18	* 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 variation 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 & usually appropriately linked. * The piece of writing is relevant to the topic and the interest of the reader is aroused and

	<p>sustained through most of the composition.</p> <ul style="list-style-type: none"> * The essay is written in paragraphs which show some unity and are usually linked appropriately. *The style and tone is suitable enough.
C 13 - 15	<ul style="list-style-type: none"> * The language is largely accurate. * Simple structures are used without error; 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 structure 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 essay is written in paragraphs which may show some unity, although links may be absent or inappropriate. The style and tone is mostly appropriate.
D 10 - 12	<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 length and type 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 may 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. * The essay is written in paragraphs which may show some unity in topic. Lapses in tone maybe a feature.
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 reading. * Some simple structure 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 are imperfectly understood. * Simple words may be spelt accurately 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. *The essay will have paragraphs but these lack unity and links are incorrectly used or the essay may not be paragraphed at all. There may be errors of sentence separation and punctuation. The style may fail to achieve the required format. The tone may be inappropriate.
U(i) 4 - 6	<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 but they are mainly of the single word type, i.e. they could be corrected 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.

	<ul style="list-style-type: none"> * Paragraphs lack unity or there may not be any paragraphs at all. * There may be frequent spelling errors. * The tone may not be appropriate or show misunderstanding of the detailed requirements of the task.
U(ii) 2 - 3	<ul style="list-style-type: none"> * The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to re-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. * Whole sections of the essay may make little or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but its 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 read. * Whole sections of the essay may make little or no sense at all or are copied from the task. * Where occasional patches of clarity occur, marks should be awarded. * Award '1' mark if some sense can be obtained. * The mark of '0' should only be awarded if the essay makes no sense at all from beginning to end.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Grade	Marks Range	Description Criteria
A	44 - 50	<ul style="list-style-type: none"> * The language is entirely accurate apart from 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 is wide and is used with precision. * Punctuation is accurate and helpful to the reader. * Spelling is accurate across the whole 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. - high quality of writing - very good - not necessarily perfect; errors do occur [student writes fluently, clearly, effectively but still has errors]
B	38 - 43	<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 variation 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 throughout most of the composition.

		<ul style="list-style-type: none"> - start to see errors - still good command of English - can write most of the part correctly - have detailed fluency/ ambitious. Some mistakes
C	32 - 37	<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 structure and length 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. - conservative - ambitious but lots of errors - quite competent / comfortable using English language
D	26 - 31	<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 compositions at this level lacking in liveliness and interest value. - accuracy is maintained
E	20 - 25	<ul style="list-style-type: none"> * Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. * Some simple structure 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 error is likely to distract the reader from any merits of content that the composition may have. - more SWE -no patches of accurate language
U(i)	14 - 19	<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 but they are mainly of the single word type, i.e. they could be corrected without rewriting

		<p>the whole sentence.</p> <ul style="list-style-type: none"> * 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>- more MWE - you can read but need to reread</p>
U(ii)	8 - 13	<ul style="list-style-type: none"> * The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. * At this level, there may be only a few accurate however simple sentences. *The content may be comprehensible, but the incidence of linguistic error is so high as to make the meaning blur. * This type of script may also be far short of the required number of words. <p>- MWE quite dense - not communicatin</p>
U(iii)	0 – 7	<ul style="list-style-type: none"> * Scripts in this category are almost entirely impossible to read. * Whole sections may make little or no sense at all. * Where occasional patches of clarity occur, marks should be awarded. * The mark of 0 should only be given if script makes no sense at all, from beginning to end. <p>- having difficulty to make sense</p>

NB:-

No script will fit nearly 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 article 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