



**PROGRAM GEMPUR KECEMERLANGAN
SIJIL PELAJARAN MALAYSIA 2017
ANJURAN BERSAMA
MAJLIS PENGETUA SEKOLAH MALAYSIA
NEGERI PERLIS**

**PERATURAN DAN SKEMA PEMARKAHAN
PEPERIKSAAN PERCUBAAN SPM 2017
BAHASA INGGERIS
Kertas 1 dan 2**

PAPER 1

SECTION A: DIRECTED WRITING

1) ALLOCATION OF MARKS

Format	3 marks
Content	12 marks
Language	20 marks
Total	35 marks

2) FORMAT AND CONTENT MARKS – 15 marks

Format		MARKS
Address, Date, Salutation, Title, Closing (all 5)		3 marks
Any 4 or 3		2 marks
Any 2		1 mark
Sub-total		3
C1	Lack of parenting knowledge	1
C2	Depression	1
C3	Financial problems	1
C4	Physical injuries	1
C5	Low self-esteem	1
C6	Extreme anxiety	1
C7	Learning disabilities	1
C8	Eating disorders	1
C9	Teen pregnancy	1
C10	Drug addiction	1
C11	Suggestion 1 to curb child abuse	1
C12	Suggestion 2 to curb child abuse	1
Sub-total		12
GRAND TOTAL		15

LANGUAGE - 20 Marks

1. Marks are awarded for:
 - i. Accurate English
 - ii. Style and Tone [appropriate to task]
2. Read the script and indicate all errors of language by underlining the word, phrase or punctuation where the mistake appears.
3. Please tick for good appropriate vocabulary, structure and tone.
4. Award marks 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 the 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 shows some sophistication 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 well linked. • The topic is addressed with consistent relevance • The tone is appropriate for a letter.
B 16 - 18	<ul style="list-style-type: none"> • The language is almost always accurate; occasional errors are either minor or first draft slips. • Sentences show some variation of length and type, including some 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. • Paragraphs show some evidence of planning, having unity and are linked appropriately linked. • The tone is appropriate for a letter.
C 13 - 15	<ul style="list-style-type: none"> • The language is largely accurate to communicate meaning clearly to the reader. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • 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 tone is appropriate for a letter.
D 10 - 12	<ul style="list-style-type: none"> • The language is sufficiently accurate • There will be patches of clarity especially when simple structures are used (throughout the piece of writing). • Mistakes will occur when complex sentence structures are used. • There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest. • Vocabulary is adequate but may lack precision. • Punctuation is generally correct but it does not enhance or clarify meaning.

	<ul style="list-style-type: none"> • Sentence separation errors may occur. • Simple words are spelt accurately; errors may occur with unfamiliar words. • Paragraphs may show some unity in topic. • Lapses in slang or informal language may occur consistently.
<p>E 7 - 9</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper speed of reading. • Some simple structures will be accurate but accuracy is not sustained for long. • Vocabulary is limited – too simple to convey meaning or imperfectly understood. • Simple words will usually be spelt accurately but mistakes occur with more difficult words. • Paragraphs lack unity and links are incorrectly used. • Errors occur in sentence separation and punctuation.
<p>U(i) 4 – 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear • Correction of ‘single word’ errors may produce a fairly accurate English. • High incidence of errors impedes reading. • Few simple sentence structures are used accurately. • Vocabulary is limited – may not extend beyond a simple range of words; inadequate to express intended shades of meaning. • Punctuation is sometimes correct but sentence separation errors may occur. • Paragraphs show lack of planning. • Frequent spelling errors occur. • May not show understanding of the detailed requirements of the task.
<p>U(ii) 2 – 3</p>	<ul style="list-style-type: none"> • Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before the meaning becomes clear. • Whole sections of the letter may make little or no sense. • Unlikely to have more than one or two accurate sentences. • Content is comprehensible but tone and style is hidden by the high density of errors.
<p>U(iii) 0 – 1</p>	<ul style="list-style-type: none"> • Almost entirely impossible to recognize as pieces of English. • Whole sections of letter may make no sense at all or is copied from the task. • Award ‘1’ mark if some sense is obtained. • The mark ‘0’ should only be awarded if the writing makes no sense at all.

SECTION B: Continuous Writing

MARKING SCHEME FOR Section B

Marks are awarded as follows:

1. Assessment is based on impression.
2. Read and re-read the response, at the same time underline gross and minor errors.
3. Put insertion marks (^) where errors occur.
4. Mark for good vocabulary or expressions by putting a merit tick (√) above such merits.
5. Fit the candidate's response against the most appropriate band having most of the criteria as found in the band. Refer to the upper or lower bands to the band already chosen to BEST FIT the student's response to the most appropriate band.
6. Justify the band and marks given, commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Section B : Continuous Writing

MARK RANGE	DESCRIPTION OF CRITERIA
A 44 - 50	<ul style="list-style-type: none"> • The language is entirely accurate apart from the 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 shows some sophistication 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 well linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing.
B 38 - 43	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Sentences show some variation and of length and type, including some 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. • Paragraphs show some evidence of planning, having unity and are 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 writing.
C 32 - 37	<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. • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Spelling of simple words may be accurate but errors occur when more sophisticated words are used. • Paragraphs may show some unity although some links may not be present or inappropriate. • The writing is relevant but may lack originality and planning. Topic is addressed with consistent relevance. • Some interest is aroused but not sustained.

<p style="text-align: center;">D 26 - 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate • There will be patches of clarity especially when simple vocabulary and structures are used. • There may be some variety of sentence length and type but purpose is not seen clearly. • Vocabulary is adequate to show intended meaning but is not developed to show precision. • Punctuation is generally correct but it does not clarify meaning. • Simple words are spelt accurately, but more errors will occur. • Paragraphs used but show lack of planning or unity. • The topic is addressed with some relevance but it may be lacking in liveliness and interest.
<p style="text-align: center;">E 20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate but accuracy is not sustained for long. • Vocabulary is limited – too simple to convey precise meaning or more ambitious but imperfectly understood • Simple words will usually be spelt accurately but frequent mistakes make reading the script difficult. • Paragraphs lack unity and are poorly organised. • Writing shows some relevance to the topic but only partial treatment is given. • High incidence of errors - distracts reader from merits of content of the piece of writing.
<p style="text-align: center;">U (i) 14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear • High incidence of errors impedes reading. • Many serious errors of various kinds throughout the script (single word) • Very few accurate sentences – sentences are simple and often repetitive. • Frequent errors cause blurring. • Punctuation is sometimes correct but sentence separation errors may occur. • Paragraphs lack unity / may not have paragraphs at all.
<p style="text-align: center;">U(ii) 8 - 13</p>	<ul style="list-style-type: none"> • Sense will usually decipherable, but some of the errors will be multiple, requiring the reader to read and re-read before the meaning becomes clear. • Only a few accurate simple sentences. • Content of writing is comprehensible but meaning is blurred due to high incidence of errors. • Scripts may be also far short of the required number of words.
<p style="text-align: center;">U(iii) 0 – 7</p>	<ul style="list-style-type: none"> • Almost entirely impossible to read. • Whole sections make little or no sense at all. • Award marks if some sense is obtained. • The mark '0' should only be awarded if the writing makes no sense at all.

PAPER 2

SECTION A

NO	ANSWER	NO	ANSWER
1	B	9	C
2	C	10	B
3	D	11	A
4	D	12	C
5	D	13	B
6	B	14	C
7	B	15	A
8	A		

SECTION B

INFORMATION TRANSFER: 16 TO 25 (Correct spelling is mandatory)		
NO	ANSWERS	NOTE
16	Mental disorder	
17	<ul style="list-style-type: none"> • have trouble staying focused and sustain attention; • easily distracted or gets bored with a task before it is completed. 	<p style="text-align: center;">Any 3 Interchangeable</p>
18	<ul style="list-style-type: none"> • appear not to listen when spoken to. • have difficulty remembering things and following instructions • overactive 	
19	<ul style="list-style-type: none"> • loud interaction with others • shy or withdrawn • may have a quick temper 	
20	Behaviour therapy	<p style="text-align: center;">Interchangeable Underlined words - mandatory</p>
21	Stimulant <u>medications</u>	
22	Non-stimulant <u>medications</u>	
23	Support groups	
24	<ul style="list-style-type: none"> • Creative • Intelligent • Determined 	<p style="text-align: center;">Any 3 Interchangeable</p>
25	<ul style="list-style-type: none"> • Energetic • eager to try new things • hardworking 	

SECTION C: READING COMPREHENSION

QUESTION		ANSWER	LINES LIFTED	MARK
26	(a)	Kew Gardens	No lifting	1
	(b)	phenomenal	No lifting	1
27	(a)	..by producing synthetic or man-made rubber	8 - 10	1
	(b)	Electrical appliances and stationery Or , radio / television / telephones / electric irons / toasters / coffee percolators / sewing machines / vacuum cleaner / refrigerator / electric fan / an eraser / elastic band / vulcanized fountain pen / mattresses / hot water bottle (Any 2)	No lifting	1
28	(a)	The rice revolves between an emery cone and rubber blocks which polish the surface of the rice	21 - 23	1
	(b)	It would stick on the gluey surface of the dough of which biscuits are made <i>(A printed metal It would stick!)</i>	25 – 26	1
29	(a)	Christopher Columbus saw natives of Haiti playing games with balls made from the gum of the rubber tree	No total lifting	1
	(b)	Sound proof flooring / tyres on wheel chairs / rubber rollers on beds and trolleys (Any 1)	No lifting	1
30		Yes/No plus any possible reason		2 or 0 (No 1 mark)

SECTION C: SUMMARY

Content : 10 marks
Language : 05 marks
TOTAL **15 marks**

Note : Award 1 mark for each content point to a maximum of 10 marks

Synthetic and man-made rubber are now in high demand to...

Point	The uses of rubber	Lines
1	Serve you in your home	11
2	From electrical appliances (inside and outside the house) and stationery	12 – 15
3	There are mattresses made of foam rubber	16
4	In colder climates – rubber hot water bottles	17
5	In the garden – from hose-pipes to footwear	18
6	Rubber helps to produce high polished grains of rice <i>(But, it is because of rubber that the high polish on grains of rice can be obtained.)</i>	19 – 20
7	A thin sheet of rubber is inserted between the metal stamp and the dough to stamp biscuit	27 – 28
8	Rubber is used to make raincoats (or mackintosh)	30
9	To make thousands of different balls	32 – 34
10	Furniture and gymnastic equipment (are also made of rubber)	35
11	In cinema, it is used for projectors and cinematograph equipment	36
12	On farms – tractor tyres, milking machines and combine harvesters	37
13	Pavements and roads / the steps of buses and trams are sometimes made of rubber	38 39
14	Used to make tyres of airplanes, ships and cars	
15	used for sound proof flooring, tyres on wheel chairs and rubber rollers on beds and trolleys	44 – 46

STYLE AND PRESENTATION DESCRIPTOR FOR LANGUAGE

Marks for **Style and Presentation** are awarded based on the average sum total (to the nearest rounded fraction/decimal) of **Paraphrase** and **Use of English**.

Annotate as follows:

Paraphrase : 5

Use of English : 4

$$\frac{9}{2} = 4.5 = \underline{\underline{5 \text{ marks}}}$$

BAND DESCRIPTORS FOR SUMMARY

MARK	PARAPHRASE (RP)	MARK	USE OF ENGLISH (UE)
5	<ul style="list-style-type: none"> There is a sustained attempt to re-phrase the text language. Expression is secure. Allow phrases from the text, which are difficult to substitute. 	5	<ul style="list-style-type: none"> Apart from very occasional slips, the language is accurate. Any occasional errors are either first draft slips or minor errors. Sentence structure is varied and there is a marked ability to use original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. Spelling is secure across the full range of vocabulary used.
4	<ul style="list-style-type: none"> There is a noticeable attempt to re-phrase 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 almost always accurate. Serious errors will be isolated as to be almost unnoticeable. Sentences will show some variation including original syntax outside text structures. Punctuation is accurate and generally helpful. Spelling is nearly always secure.
3	<ul style="list-style-type: none"> Intelligent and selective lifting, i.e. when groups of words are combined with own words. Limited attempt to re-phrase the text. Expression may not always be secure but the attempt to substitute will gain credit. 	3	<ul style="list-style-type: none"> The language is largely accurate. Simple structures tend to dominate. Serious errors are not frequent, although they are noticeable. Where sentences show some variety and complexity, they will generally be lifted from the text. Serious errors may occur when more sophisticated structures are attempted. Punctuation is largely accurate. Spelling is mostly secure. Errors may occur in the use of original or ambitious vocabulary

2	<ul style="list-style-type: none"> • Wholesale copying of text material, i.e. in chunks not a complete script of the original. • Attempts to substitute own language will be limited to single word expression. • Irrelevant sections of the text will be more frequent at this and subsequent levels. 	2	<ul style="list-style-type: none"> • Meaning not in doubt, but serious errors are becoming more frequent. • Simple structures will be accurate, although this accuracy is not sustained for long. • Simple punctuation will usually be correct, with occasional errors of sentence separation. • Spelling is largely accurate, but mistakes will occur in handling the more difficult words. • Irrelevant or distorted detail will destroy the sequence in places.
1	<ul style="list-style-type: none"> • More or less a complete transcript of the text. • This means sentence after sentence copied without a clear break. • Originality barely noticeable. • There will also be random transcription of irrelevant sections of the text. 	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, and punctuation falters. • Errors of sentence separation are liable to be frequent.

SECTION D: LITERATURE COMPONENT

NO	POEM AND NOVEL	
32	(a)	(i) Grandmother (ii) They are of different races
	(b)	Possible reason: The grandmother is very old / sick The grandmother suffers from osteoporosis (Accept any other logical reason)
	(c)	For example: Choice: Keeping a diary Reason: to record all the sweet memories/memorable events
33	NOVEL : Please refer to the mark scheme for novel Content - 10 marks Language - <u>05 marks</u> Total - <u>15 marks</u>	

QUESTION 33: NOVEL

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT** and **LANGUAGE**.

MARKING FOR CONTENT		MARKING FOR LANGUAGE	
Score	Band Descriptors	Mark	Use of Language
10 - 9	<ul style="list-style-type: none"> • an always relevant response to the task • almost always provide textual evidence (detailed and well developed) • maintains a consistent and convincing point of view • candidates can tie the quality of the character with evidence mentioned 	5	<ul style="list-style-type: none"> • accurate • very well-organised • easily understood
8-7	<ul style="list-style-type: none"> • a relevant response to the task • usually provides textual evidence • maintains a consistent point of view • doesn't convince (argument not as developed as 9/10 but with some development) • more towards narration 	4	<ul style="list-style-type: none"> • largely accurate • well-organised • easily understood
6-5	<ul style="list-style-type: none"> • an intermittently relevant response to the task • provides little textual evidence • point of view consistent in parts 	3	<ul style="list-style-type: none"> • frequent errors but meaning not in doubt • fairly organised • can be understood
4-3	<ul style="list-style-type: none"> • a response of very little relevance to the task • hardly any textual evidence • point of view difficult to establish 	2	<ul style="list-style-type: none"> • some blurring in meaning • poorly organised • generally difficult to understand
2-1	<ul style="list-style-type: none"> • show barely any understanding of the requirement(s) of the task • point of view not establish 	1	<ul style="list-style-type: none"> • makes little or no sense at all/hard to follow • lacks organisation • difficult to understand

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

- there is no understanding of the requirement(s) of the task
- the response is in language other than English
- there is no response

1 mark is awarded if candidate mentions something about the novel

END OF MARKING SCHEME