



JABATAN PELAJARAN TERENGGANU

PERATURAN PEMARKAHAN

BK3

2017

BAHASA INGGERIS

1119/ 1 & 1119/2

**BAHAN KECEMERLANGAN 3 2017
TINGKATAN 5
BAHASA INGGERIS 1119/1 & 1119/2**

PERATURAN PEMARKAHAN

SECTION A: DIRECTED WRITING

Award marks for:

(a)	Format	3 marks
(b)	Content	12 marks
(c)	Language	20 marks
Total		35 marks

Detailed Marking Instructions

(a) Format	Report	Mark
F1	To Principal	1
F2	Title	1
F3	Writer's name	1

**** Do not award one mark for mere mention of the given point.**

(b) Content	Point	Mark
• sport facilities	C1	1
lack of equipment	C2	1
field in bad condition	C3	1
• poor service of canteen	C4	1
unfriendly workers	C5	1
not many choices of food	C6	1
• motorcycle/bicycle shed - too small	C7	1 1
• classrooms - not conducive for learning	C8	1
some fans not working	C9	1
worn-out whiteboards	C10	1
• Suggestion for improvement 1 (own idea)	C11	1
• Suggestion for improvement 2 (own idea)	C12	1

MARKING METHOD FOR LANGUAGE

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicated by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Band Description
A 19-20	Language is accurate. Sentences are varied in structure, length and type for effect. Vocabulary is wide, precise and sophisticated. Paragraphs have unity and are properly linked. Tone is appropriate to a report (formal).
B 16-18	Language is almost always accurate (minor errors). Sentence structures are varied and interesting. Vocabulary is wide enough to convey intended shades of meaning. Spelling is nearly always accurate. Paragraphs show unity and appropriately linked. Tone is appropriate to a report (formal).
C 13-15	Language is generally accurate. Simple structures are accurate. Vocabulary is wide enough but some may lack precision. Paragraphs show unity and are appropriately linked. Tone may be inconsistent.
D 10-12	Language is sufficiently accurate to communicate meaning clearly. Patches of clear accurate language when used in simple structures. Vocabulary is adequate, some may lack precision. Simple words are correctly spelt. Paragraphs may not be properly linked.
E 7-9	Errors are sufficiently frequent. Serious errors hamper speed of reading but meaning is never in doubt. Some simple structures are accurate but not sustained. Vocabulary is limited or too simple. Simple words are correctly spelt. Paragraphs may lack unity. Linkers may be absent or incorrectly used.
U(i) 4-6	Frequent and serious 'single word' errors impede reading but meaning is fairly clear. There may be a few simple and accurate sentences. Vocabulary is limited. Spelling errors are frequent. Paragraphs lack planning.
U(ii) 2-3	Sense will be decipherable, but errors are multiple – requiring rereading and reorganizing. There may be one or two accurate sentences. Makes little sense and barely comprehensible.
U(iii) 0-1	Very little or no sense.

SECTION B: CONTINUOUS WRITING

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicated by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Description of Criteria
<p style="text-align: center;">A 44-50</p>	<p>Language – entirely accurate Sentences – varied in structure, length and type to achieve a particular effect. Vocabulary – wide and precise Spelling – accurate Punctuation – accurate and helpful. Paragraphs – well-planned, have unity and properly linked. Task fulfillment – topic well-addressed with consistent relevance. Interest is aroused and sustained.</p>
<p style="text-align: center;">B 38-43</p>	<p>Language – accurate, occasional minor errors. Sentences – some variations in length and type including some complex structure. Vocabulary – wide enough to convey intended shades of meaning. Spelling – nearly always accurate Punctuation – accurate and generally helpful. Paragraphs – show some planning, have unity and appropriately linked. Task fulfillment – the writing is relevant to the topic. Interest is aroused and sustained.</p>
<p style="text-align: center;">C 32-37</p>	<p>Language – largely accurate Sentences – simple structures are accurate. Sentences may show variety in structure and length but tend to be of one type – monotonous. Vocabulary – sufficient to convey intended meaning but may lack precision. Spelling – simple words are correctly spelt. Punctuation – generally helpful. Paragraphs – some planning and unity, although links may be absent or inappropriate. Task fulfillment – the writing is relevant but may lack originality. Some interest is aroused but not sustained.</p>
<p style="text-align: center;">D 26-31</p>	<p>Language – sufficiently accurate to communicate meaning. Patches of clarity when simple sentences and vocabulary are used. Sentences – some variety of sentence types and length but the purpose is not clear. Vocabulary – usually adequate to show intended meaning but inaccurate. Spelling – simple words spelt correctly. Punctuation – fairly helpful. Paragraphs – lack of planning or unity. Task fulfillment – topic is addressed with some relevance. Lacks liveliness.</p>
<p style="text-align: center;">E 20-25</p>	<p>Language – meaning is never in doubt but errors are sufficiently frequent to hamper reading. Sentences – simple structures may be accurate but not sustained. Vocabulary – limited, too simple to convey precise meaning or may be too ambitious but inaccurate. Spelling – simple words correctly spelt but frequent errors making reading difficult. Punctuation – fairly helpful. Paragraphs – lack unity or haphazardly arranged. Task fulfillment – subject matter is only partially relevant. Lacks liveliness.</p>

Ui 14-19	<p>Language – many serious errors of various kinds throughout the script but meaning is fairly clear. The errors are mainly of single word type. They could be corrected without rewriting the whole sentence.</p> <p>Sentences – simple and often repetitive.</p> <p>Vocabulary – frequent errors cause blurring.</p> <p>Spelling – frequent errors.</p> <p>Paragraphs – ignorant of rules.</p> <p>Paragraphs – haphazardly arranged, may be absent.</p> <p>Task fulfillment – limited subject matter or partially treated.</p> <p>Interest is not aroused.</p>
Uii 8-13	<p>Language – The readers are able to get some sense but errors are multiple in nature; re-reading is necessary.</p> <p>Sentences – only a few accurate sentences, however simple.</p> <p>Sense – content may be comprehensible but high frequency of errors distorts meaning.</p> <p>Task fulfillment – script may be far short of required length.</p>
Uiii 0-7	<p>Sense/task fulfillment – almost entirely impossible to read.</p> <p>Make little or no sense.</p>

PAPER 2

SECTION A [15 MARKS]

1	C	4	B	7	D	10	D	13	B
2	A	5	C	8	A	11	B	14	C
3	C	6	D	9	B	12	A	15	D

SECTION B [10 MARKS]

No	Answers	Marks
16	6-11 Convenience Store	1
17	Berry Cake And Pastry Shop	1
18	Diva Boutique	1
19	Drinks Galore	1
20	Leafy Fresh	1
21	organic wheat, rye and barley are used (as the ingredients)	1
22	(imported) vegetables and fruit / vegetables / fruits	1
23	natural materials	1
24	from Tuesday to Sunday	1
25	the latest news	1

SECTION C [25 MARKS]

Reading Comprehension

26	(a) She was known as a genius girl/a genius	1 mark
	(b) The (pink) (plastic pretend mobile) phone	1 mark
27	(a) To steal Safina's toy(s) (<i>the idea of stealing Safina's toys</i>)	1 mark
	(b) Her eyes would not meet mine.	1 mark
28	(a) come clean	1 mark
	(b)(i), (ii) : sad / guilty / regretful /scared / fearful – accept any reasonable answers	1 mark
29	She did not want to lose her character/she felt guilty/she realized what she did was wrong/she realized the jewellery was not worth stealing (<i>accept answers of these ideas</i>)	1 mark
30	<i>Accept any reasonable answers.</i>	1 mark
	To motivate the writer as she felt bad To console the writer because she was sad	1 mark

Summary (15 marks)

Question 31

Annotate as follows:

CONTENT - 10

LANGUAGE - 5

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TOTAL 15

Awarding Content Marks:

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

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

Awarding **Summary** Content Marks:

No	Content	Mark
what made the writer steal		
1	The writer suspected Safina had stolen her (plastic pretend) phone (<i>accept any sentences showing this idea</i>)	1
2	she vowed to do the same to Safina. / she wanted to steal Safina's things/toys as she did to her	1
3	stealing gave her a thrill	1
4	stealing became a compulsion/ she did not know how to stop stealing.	1
how the incident of being caught stealing affected her		
5	One afternoon, (coming home from school,) mother ignored her / Mother's eyes would not meet hers.	1
6	all the things she had taken were gone.	1
7	she felt a terrible sinking feeling in her stomach.	1
8	she cried	1
9	she apologized over and over again	1
10	she obeyed her mother taking her to say sorry to Safina and her parents(of this idea)	1
11	she has now never lied or stolen	1
12	she has stopped wearing jewellery	1
13	she still feels guilty	1
14	she says sorry to God to this day	1

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrasethe text - expression is secure - difficult phrases from text may be substituted 	5 Excellent	<ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation accurate - spelling correct throughout

4 Good	<ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure 	4 Good	<ul style="list-style-type: none"> - language is almost always accurate - serious errors will be isolated - some variation of sentences - punctuation accurate - spelling largely accurate
3 Fair	<ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure 	3 Fair	<ul style="list-style-type: none"> - language largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	<ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections copied 	0-1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D [20 marks]

Question 32

32	(a) her grandmother	1 mark
	(b) became small / her back was round / her back hunched (choose only one)	1 mark
	(c) the grandmother passed away / died OR the persona was too young to understand death (accept any reasonable answer)	1 mark
	(d) <i>Accept any two reasonable answers. Examples:</i> <ul style="list-style-type: none"> - Share hobbies - Interact between each other - Show concern towards each other - Respect each other 	1 mark each
	Total	5 marks

Question 33

Content	-	10 marks
Language	-	5 marks
TOTAL	-	15 marks

Guidelines on marking content and language:

Content		Language	
<i>Score</i>	<i>Description</i>	<i>Score</i>	<i>Description</i>
9-10	Response is relevant to the task specified. The theme discussed is supported with evidence from the text. Main supporting ideas are relevant to the task. Shows full knowledge of the theme.	5	<ul style="list-style-type: none">• accurate• well-organised
7-8	Response is relevant to the task specified. The theme discussed is usually supported with evidence from the text. Main supporting ideas are mostly relevant to the task. Shows knowledge of the theme. Partial treatment.	4	<ul style="list-style-type: none">• largely accurate• well-organised
4-6	Response is likely to be intermittently relevant to the task specified. The theme discussed is supported with some evidence from the text. Shows some knowledge of the theme but lacks focus.	3	<ul style="list-style-type: none">• frequent errors but meaning is never in doubt• fairly organised
2-3	Response may be barely relevant to the task specified. The theme is unlikely to be discussed. Writing hardly contains ideas that may be relevant to the task specified. Shows little knowledge of the theme. Hardly any textual support.	2	<ul style="list-style-type: none">• meaning is blur – needs rereading• poorly organised
0-1	Has barely any understanding of the requirements of the task. Writes in a disorganized way – no coherence. Has no understanding of the task.	1	makes little or no sense at all

PERATURAN PEMARKAHAN TAMAT