

Bahasa Inggeris
MAY

2016

PEJABAT DAERAH TUMPAT (PPD TUMPAT)

**PEPERIKSAAN PERTENGAHAN TAHUN SPM
TAHUN 2016**

BAHASA INGGERIS

UNTUK KEGUNAAN PEMERIKSA SAHAJA

**SKEMA
PERMAKAHAN.**

MARKING SCHEME
ENGLISH LANGUAGE (MID YEAR EXAM)
PAPER 1
SECTION A: DIRECTED WRITING

MARK SCHEME FOR Question1

ASSESSMENT OBJECTIVES

To test candidates' ability to:

- read and comprehend the rubric
- 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

(A) CONTENT -15 marks

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

Format: (3 marks)

F1 –TITLE

F2 – PLACE AND DAY

Content : (12 marks)

C1	Rock stumbled down- road	1 mark
C2	Uprooted trees	1 mark
C3	Homes –covered-mud and debris	1 mark
C4	Farms and orchards- demolished	1 mark
C5	Three buried alive	1 mark
C6	Four injured-hospitalised	1 mark
C7	An elderly –perished	1 mark
C8	Volcanic eruption- neighbouring countries	1 mark

C9	Soil erosion	1 mark
C10	MERCY Malaysia- give medical aids	1 mark
C11	NGO (Non-Government Organisation) - Food, temporary shelters and clothes	1 mark
C12	A Comment	1 mark
C13	A hope	1 mark

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

Language Marking Descriptor

Mark Range	Description of Criteria
A (19 – 20)	<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 • Topic – consistent relevance • Style – formal, informative and concise, and, tone – always appropriate
B (16-18)	<ul style="list-style-type: none"> • Language – 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 are appropriate • Writing – relevant and interest sustained throughout
C (13-15)	<ul style="list-style-type: none"> • Language – largely accurate • Simple structures – no errors, mistakes in only more

	<ul style="list-style-type: none"> sophisticated structures • Vocabulary – adequate to convey meaning but not developed to 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 but absent or inappropriate linkage • Writing – relevant, interest not sustained throughout • Style and tone – appropriate •
D (10-12)	<ul style="list-style-type: none"> • Language – sufficiently accurate • Patches of clarity – simple vocabulary and structures • Limited sentence length and type • Mistakes with more complex sentences • Vocabulary – limited, adequate but lacks precision • Simple words – spelt correctly with errors from unfamiliar words • Punctuation, generally correct • Style and tone are appropriate • Written in paragraphs but lacks unity
E (7-9)	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is limited and simple but not precise • Spelling errors in difficult words • Paragraphs lack planning • Tone and style are inappropriate
U(i) (4-6)	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE (single word error) • A few simple structures are used correctly • Errors in spelling of simple words • Paragraphs may not be used • Tone and style are hidden in the density of errors
U(ii) (2-3)	<ul style="list-style-type: none"> • Meaning is blurred • Multiple word errors (MWE)
U(iii) (0-1)	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English • Whole section may not make sense

SECTION B: CONTINUOUS WRITING

- The candidate’s response will be assessed based on impression.
- The examiner shall read and re-read the response carefully and at the same time underline for gross or minor errors or put in insertion marks (^) where such errors occur.
- The examiner should also mark for good vocabulary or expressions by putting a merit tick at the end of such merits.
- The examiner shall fit the candidate’s response against the appropriate band having most of the criteria as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to BEST FIT the student’s response to the most appropriate band. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.
- Justify the band and marks given, if necessary, by commenting on the strengths and weaknesses of the candidate’s response, using the criteria found in the band.

Mark Range	Description of Criteria
A (44-50)	<ul style="list-style-type: none"> • Language – entirely accurate, with occasional first draft slips • Sentence structures, varied and sophisticated – achieve particular effect • Vocabulary – wide and precise – shades of meaning • Punctuation and spelling – accurate and helpful • Paragraphs – well-planned, unified and linked • Topic – consistently relevant • Interest – aroused and sustained throughout writing
B (38-43)	<ul style="list-style-type: none"> • Language – accurate, with occasional minor errors or first draft slips • Sentence – varied lengths and types, some complex sentences • Vocabulary – wide and precise – shades of meaning • Punctuation and spelling – nearly always accurate • Paragraphs – evidence of planning, appropriately linked • Writing – relevant, interest aroused and sustained throughout
C (32-37)	<ul style="list-style-type: none"> • Language – largely accurate • Sentences – some variety in length and type, tendency to use one type • Simple structures – error-free, errors with more ambitious structures, • Vocabulary – wide enough to convey meaning but lack precision • Punctuation in simple sentences – accurate, with errors in more complex use • Spelling – simple words, correct but misspelt with more

	<p>sophisticated words</p> <ul style="list-style-type: none"> • Paragraphs – show unity, at times inappropriately linked • Writing – relevant , lack originality and interest aroused and sustained throughout • Some interest – aroused but not sustained
D (26-31)	<ul style="list-style-type: none"> • Language – sufficiently accurate • Patches of clear, accurate language – especially, when simple structures and vocabulary used • Some variety in sentence type and length • Vocabulary – adequate but not developed to show intended precision • Punctuation and spelling– generally correct • Writing – relevant but lacks interest
E (20-25)	<ul style="list-style-type: none"> • Meaning – never in doubt • Single Word Errors (SWE) – frequent and serious to hamper reading • Sentence structures – accurate but not sustained for long • Vocabulary – limited, too simple or when more ambitious, it’s imperfectly understood • Spelling – simple words spelt correctly • Paragraphs – lack unity or haphazardly arranged • Some relevance – topic partially treated • High incidence of linguistic errors
U(i) (14-19)	<ul style="list-style-type: none"> • Meaning – fairly clear • SWE – very frequent and impedes reading/blurring • Vocabulary – many serious errors of various kinds, mainly single-word type, but could be corrected without rewriting • Sentences – very few are accurate, often simple and repetitive • Punctuation and spelling – sometimes used correctly • Paragraphs – lack unity or no paragraphs at all
U(ii) (8-13)	<ul style="list-style-type: none"> • Meaning makes some sense • Multiple Word Errors (MWE) – very frequent, requires re-reading before being understood, impedes reading / blurring • Only a few accurate sentences – mostly simple sentences • Length – short
U(iii) (0-7)	<ul style="list-style-type: none"> • Almost entirely impossible to read / blurring • Whole sections make little or no sense at all • Occasional patches of clarity (marks awarded) • Vocabulary – simple words used • “0” to scripts with no sense from beginning till the end