

## PAPER 1

### SECTION A : Directed Writing ( 35 marks )

#### 1. AWARDING MARKS FOR CONTENT

Content	:	15 marks
Language	:	20 marks
<b>TOTAL :</b>		<b>35 marks</b>

#### CONTENT - 15 marks

- Do not award marks for mere mention of keywords

##### Format :

F1 – a suitable title	1 mark
F2 – name of writer	1 mark
F3 – suitable ending	1 mark

##### Content Points:

C1 - select class committee	1 mark
C2 - draw up classroom rules	1 mark
C3 - plan duty roster	1 mark
C4 - carry out duties	1 mark
C5 - plan seating arrangement	1 mark
C6 - update bulletin board	1 mark
C7 - decorate classroom	1 mark
C8 - put up motivational phrases	1 mark
C9 - ensure cleanliness	1 mark
C10- sufficient tables and chairs	1 mark
C11- lights and fans functioning	1 mark
C12- reading corner	1 mark

#### 2. AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

- ( i ) Accurate English
- ( ii ) Style and Tone appropriate to the task

**CRITERIA FOR MARKING LANGUAGE**  
**Section A : DIRECTED WRITING**

Mark Range	Description of Criteria
<b>A</b>  <b>19 -20</b>	<ul style="list-style-type: none"> <li>– The <b>language</b> is <u>entirely accurate</u> apart from very few occasional first draft slips.</li> <li>– <b>Sentence structure</b> is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>– <b>Vocabulary</b> is <u>wide</u> and is used with precision.</li> <li>– <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>– <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>– <b>Paragraphs</b> are well-planned, have unity and are appropriately linked.</li> <li>– The <b>topic</b> is addressed with consistent relevance.</li> <li>– The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> <li>– The style and <b>tone</b> is appropriate – informal but polite. The reader is convinced that this article is meant for school students.</li> </ul>
<b>B</b>  <b>16 - 18</b>	<ul style="list-style-type: none"> <li>– The <b>language</b> is <u>accurate</u>; occasional errors are either minor or first draft slips.</li> <li>– <b>Vocabulary</b> is wide enough to convey intended shades of meaning with precision.</li> <li>– <b>Sentences</b> show some variation of length and type, including some complex sentences.</li> <li>– <b>Spelling</b> is nearly always accurate.</li> <li>– <b>Paragraphs</b> show some evidence of planning, having unity and are usually appropriately linked.</li> <li>– The piece of writing is relevant to the <b>topic</b> and the <b>interest</b> of the reader is aroused and sustained throughout the composition.</li> <li>– The <b>style</b> and <b>tone</b> is informal and appropriate for an article.</li> </ul>
<b>C</b>  <b>13 - 15</b>	<ul style="list-style-type: none"> <li>– The <b>language</b> is <u>largely accurate</u>.</li> <li>– Simple <b>structures</b> are used without error ; mistakes may occur when more sophisticated structures are attempted.</li> <li>– <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>– <b>Sentences</b> may show some variety of structure and length but there is tendency to use one type of structure, giving it a monotonous effect.</li> <li>– <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>– Spelling is generally accurate for common vocabulary.</li> <li>– Written in <b>paragraphs</b> which show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some <b>interest</b> is aroused but not sustained.</li> <li>– The <b>style</b> and <b>tone</b> shows some attempts have been made to achieve informality in an article but this may not be sustained.</li> </ul>
<b>D</b>  <b>10-12</b>	<ul style="list-style-type: none"> <li>– The <b>language</b> is <u>sufficiently accurate</u> for meaning to come through.</li> <li>– There will be <u>patches of clarity</u> particularly when simple vocabulary and structures are used.</li> <li>– There is some variety of <b>sentence</b> length and type but this may not be successful in enhancing meaning or arousing interest.</li> <li>– <b>Punctuation</b> is generally correct but does not clarify meaning.</li> </ul>



	<ul style="list-style-type: none"> <li>– <b>Vocabulary</b> is adequate but lacks precision. Simple words are spelt correctly but errors may occur when unfamiliar words are used.</li> <li>– <b>Paragraphs</b> are used but show lack of planning or unity.</li> <li>– The <b>topic</b> is addressed with some relevance but the reader may find composition at this level lacking in liveliness and <b>interest</b> value.</li> <li>– The style may not be appropriate as an article.</li> </ul>
E 7-9	<ul style="list-style-type: none"> <li>– <u>Meaning is never in doubt</u>, but <u>single word errors are sufficiently frequent</u> and serious to hamper precision and speed of reading.</li> <li>– Some simple <b>structures</b> will be accurate, but accuracy is not sustained.</li> <li>– <b>Vocabulary</b> is limited and either too simple to convey precise meaning or are imperfectly understood.</li> <li>– Simple words may be <b>spelt</b> correctly but frequent mistakes in spelling and punctuation make reading the script difficult.</li> <li>– <b>Paragraphs</b> lack unity. Links are incorrectly used. There may be errors of sentence separation and punctuation.</li> <li>– The <b>style</b> may fail to achieve the informality required of an article. If it does, it may not show understanding of the detailed requirements of the task. The <b>tone</b> may not be appropriate for an article.</li> </ul>
U (i) 4-6	<ul style="list-style-type: none"> <li>– <u>Meaning is fairly clear</u> but the incidence of error is high and definitely impedes the reading.</li> <li>– 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.</li> <li>– A script at this level will have very few accurate sentences. There may be frequent spelling errors.</li> <li>– <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>– <b>Paragraphs</b> lack unity or there may not be any paragraphs at all.</li> <li>– The <b>tone</b> and <b>style</b> is inappropriate for an article.</li> </ul>
U(ii) 2-3	<ul style="list-style-type: none"> <li>– <u>Sense will be decipherable</u>, but some of the errors will be multiple, requiring the reader to <u>re-read and re-organise before meaning becomes clear</u>.</li> <li>– At this level, there may be only a few accurate but simple <b>sentences</b>.</li> <li>– This type of script may also be far short of the required number of words.</li> <li>– Whole section of the article may make little or no sense. There are unlikely to be one or more accurate sentences. The content is <b>comprehensible</b>, but its <b>tone</b> is hidden by the density of errors.</li> </ul>
U(iii) 0-1	<ul style="list-style-type: none"> <li>– Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>– Whole sections may make no <b>sense</b> at all or are copied from the task.</li> <li>– Award '1' mark if some sense can be obtained.</li> <li>– The mark '0' should only be awarded if the article makes no sense at all from the beginning to end.</li> </ul>

## Section B : Continuous Writing

### CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Mark Range	Description of Criteria
<b>A</b> <b>44 – 50</b>	<ul style="list-style-type: none"> <li>* Language is entirely accurate</li> <li>* Sentence structure is varied</li> <li>* Vocabulary is wide</li> <li>* Punctuation is accurate</li> <li>* Spelling is accurate</li> <li>* Paragraphs are well-planned</li> <li>* The topic is addressed properly</li> </ul>
<b>B</b> <b>38 – 43</b>	<ul style="list-style-type: none"> <li>* Language is accurate</li> <li>* Vocabulary is wide enough to convey meaning</li> <li>* Sentences show some variation</li> <li>* Punctuation is almost always accurate</li> <li>* Spelling is nearly always accurate</li> <li>* Paragraphs show some evidence of planning</li> <li>* Relevant to the topic and interest of readers are aroused</li> </ul>
<b>C</b> <b>32 – 37</b>	<ul style="list-style-type: none"> <li>* Language is largely accurate</li> <li>* Simple structures used without errors</li> <li>* Vocabulary is wide enough to convey meaning</li> <li>* Sentences show some variety of structures</li> <li>* Punctuation of simple structures is accurate</li> <li>* Simple words may be spelt correctly</li> <li>* Essay is written in paragraphs which show unity</li> </ul>
<b>D</b> <b>26 – 31</b>	<ul style="list-style-type: none"> <li>* Language is sufficiently accurate</li> <li>* Patches of clear accurate language</li> <li>* Some variety of sentence type</li> <li>* Punctuation is generally correct</li> <li>* Simple words spelt correctly</li> <li>* Paragraphs are used but lack planning or unity</li> <li>* Topic is addressed with some relevance</li> </ul>
<b>E</b> <b>20 – 25</b>	<ul style="list-style-type: none"> <li>* Meaning is never in doubt</li> <li>* Some simple structures may be accurate</li> <li>* Vocabulary is limited</li> <li>* Simple words may be spelt correctly</li> <li>* Paragraphs lack unity</li> <li>* Subject matter partially explained</li> <li>* High incidence of linguistic errors</li> </ul>
<b>U (i)</b> <b>14 – 19</b>	<ul style="list-style-type: none"> <li>* Meaning is fairly clear</li> <li>* Single word type errors</li> <li>* Very few accurate sentences</li> <li>* Frequent errors may cause blurring</li> <li>* Sentences are simple and often repetitive</li> </ul>



	<ul style="list-style-type: none"> <li>* Punctuation will sometimes be used correctly</li> <li>* Paragraphs lack unity</li> </ul>
<b>U (ii)</b> <b>8 – 13</b>	<ul style="list-style-type: none"> <li>* Make some sense but are multiple in nature</li> <li>* Only a few accurate simple sentences</li> <li>* Incidence of linguistic error is high</li> <li>* Far too short of the required number of words</li> </ul>
<b>U(iii)</b> <b>0 -7</b>	<ul style="list-style-type: none"> <li>* Almost entirely impossible to read</li> <li>* Make little or no sense at all</li> </ul>

## PAPER 2

### SECTION A

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

### SECTION B

16. Twoways Travel Sdn Bhd.
17. 3 Days 2 Nights Kota Kinabalu Delight Package/ Kota Kinabalu Delight Package/  
Kota Kinabalu Delight
18. from RM 320
19. 2 breakfast/ breakfast } acceptable in any order
20. 1 lunch/ lunch
21. 3 days 2 nights/ 3 days
22. Kinabalu Park
23. Poring Hot Spring
24. contact Abdul Hafiz / contact Abdul Hafiz 03-55291033/ contact 03-55291033/  
call Abdul Hafiz / call Abdul Hafiz 03-55291033/ call 03-55291033  
telephone (phone) Abdul Hafiz / telephone (phone) Abdul Hafiz 03-55291033/  
telephone (phone) 03-55291033
25. e-mail to tour@twoways.com.my / e-mail

#### \* REMINDER TO TEACHERS:

Accept **ONLY** the answers given above.

Version 5

Twoways Travel Sdn Bhd.

3 Days 2 Nights Kota Kinabalu Delight Package/ Kota Kinabalu Delight Package/  
Kota Kinabalu Delight

from RM 320

2 breakfast/ breakfast

1 lunch/ lunch

3 days 2 nights/ 3 days

Kinabalu Park

Poring Hot Spring

contact Abdul Hafiz / contact Abdul Hafiz 03-55291033/ contact 03-55291033/  
call Abdul Hafiz / call Abdul Hafiz 03-55291033/ call 03-55291033  
telephone (phone) Abdul Hafiz / telephone (phone) Abdul Hafiz 03-55291033/  
telephone (phone) 03-55291033

e-mail to tour@twoways.com.my / e-mail

## SECTION C

### Questions 26 – 30

No.	Answers	Allowed Lifting	Mark(s)
26	when he was about 7 years old	Line 1 <i>I began gardening... seven years old</i> (Pronoun "I" has to be changed to "he".)	1
27 (a)	He was just like any normal two-year-old child	Lines 9-10 <i>He was just.... old child.</i>	1
27 (b)	a child is nonverbal and unresponsive	Lines 10-11 <i>I only knew... and unresponsive.</i> (Pronoun "I" has to be changed to "he".)	1
28 (a)	Identify		1
28 (b)	Tim was able to be outdoors	Lines 24 – 26	1
	Tim started to love outdoors	<i>He was able... to love it.</i>	
	Tim showed some interest in plants	Line 28 <i>He showed... in plants.</i>	
	Tim started wanting to help his father	Lines 29-30 <i>He started.... in the pots.</i>	
29 (a)	it was his own idea to work with his father	Line 35 <i>It was... with me.</i> (Pronoun "me" has to be changed to "his father".)	2
	began spending a lot of time in the garden	Lines 35-36 <i>He began... in the garden.</i>	
	struggled to utter a few words	Lines 37-38 <i>He came close... a few words.</i> (Pronoun "me" has to be changed to "his father".)	
	he would like to help his father	Line 38 <i>He would like to help me.</i> (Pronoun "me" has to be changed to "his father".)	
	(Accept any <b>two</b> of the above)		
29 (b)	relating to someone or something is a choice we make	Line 48 <i>relating to... choice we make.</i>	1
30	to save money	No lifting	2
	to have fresh vegetables		
	(Any other acceptable answers)		



### 31. Summary

NO	CONTENT	LIFTING LINE(S)
1	able to be outdoors	24 - 25
2	started to love it - 'it' refers to 'outdoors'	25 - 26
3	showed some interest in plants	28
4	started wanting to help (by watering the seeds)	29
5	However, he did still have some sensory issues	30 - 31
6	tried to overcome these sensory issues <i>In order to award point 6, point 5 must be present</i>	33
7	it was his own idea to work with his father / spending (a lot of) time in the garden	35 - 36
8	struggled to utter a few words	38
9	learned more new words	41
10	his speech improved	42
11	retained the words (he learned)	43
12	knew the difference among various seeds	44
13	took care of his plants	45
14	learned to relate to these plants	46
15	knew which plants grow in the region	49 - 50

\* Notes to teachers:

- When lifting is made, pronouns have to be changed accordingly.
- Only penalise the first point with incorrect pronoun. Subsequent content point will be awarded accordingly.

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 +

Content - 10

Language - 5 +

15 marks

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



STYLE AND PRESENTATION DESCRIPTORS FOR SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> <li>– a sustained attempt to rephrase the text</li> <li>– expression is secure</li> <li>– difficult phrases from text may be substituted</li> </ul>	5 Excellent	<ul style="list-style-type: none"> <li>– language is accurate</li> <li>– occasional errors</li> <li>– sentence structure varied</li> <li>– marked ability to use original complex syntax</li> <li>– punctuation accurate</li> <li>– spelling correct throughout</li> </ul>
4 Good	<ul style="list-style-type: none"> <li>– noticeable attempt to rephrase the text</li> <li>– free from stretches of lifting</li> <li>– expression is generally secure</li> </ul>	4 Good	<ul style="list-style-type: none"> <li>– language is almost always accurate</li> <li>– serious errors will be isolated</li> <li>– some variation of sentences</li> <li>– punctuation accurate</li> <li>– spelling largely accurate</li> </ul>
3 Fair	<ul style="list-style-type: none"> <li>– intelligent and selective lifting but limited attempts to rephrase</li> <li>– expression may not always be secure</li> </ul>	3 Fair	<ul style="list-style-type: none"> <li>– language largely accurate</li> <li>– simple structures dominate</li> <li>– serious errors not frequent but noticeable</li> <li>– spelling nearly always accurate</li> </ul>
2 Unsatisfactory	<ul style="list-style-type: none"> <li>– total lifting of text but not a complete transcript</li> <li>– attempts to substitute but only for single words</li> <li>– irrelevant sections, more frequent</li> </ul>	2 Unsatisfactory	<ul style="list-style-type: none"> <li>– meaning is not in doubt</li> <li>– serious errors more frequent</li> <li>– simple structures accurate but not maintained</li> <li>– spelling accurate</li> <li>– some irrelevant parts</li> </ul>
0-1 Poor	<ul style="list-style-type: none"> <li>– more or less a transcript of the text</li> <li>– no originality</li> <li>– irrelevant sections copied</li> </ul>	0-1 Poor	<ul style="list-style-type: none"> <li>– heavy frequency of errors – hampers reading</li> <li>– fractured syntax / fragmented</li> </ul>

## SECTION D

- 32 (a) To be longing for her lover's song /  
To be longing for his song } 1 mark
- To be longing for your song 0 mark
- (b) (It is) sick / destroyed / damaged / ruined/ dry / empty / barren 1 mark
- (c) watching the rain /  
gazing at the evening rays /  
collecting dew drops /  
enjoying the fragrance of flowers } 1 mark  
(Accept any one of the above)
- (d) i. Any logical **action** 1 mark  
Eg: I will teach tuition classes for free for the children living in the village.
- ii. Any logical **reason** 1 mark  
Eg: To make sure they succeed in education.

## 33. Content and Language Descriptors

Mark	CONTENT	Mark	LANGUAGE
9 – 10	<ul style="list-style-type: none"> <li>Response is consistently relevant and convincing to the specified task.</li> <li>Detailed and well-developed textual evidence is provided</li> </ul>	5	<ul style="list-style-type: none"> <li>Language is accurate</li> <li>Response is very well-organised</li> </ul>
7 – 8	<ul style="list-style-type: none"> <li>Response relevant to the specified task</li> <li>Textual evidence with some development is provided</li> </ul>	4	<ul style="list-style-type: none"> <li>Language is largely accurate</li> <li>Response is well-organised</li> </ul>
5 – 6	<ul style="list-style-type: none"> <li>Response likely to be intermittently relevant to the specified task</li> <li>Some textual evidence with little development is provided</li> </ul>	3	<ul style="list-style-type: none"> <li>Meaning is never in doubt but errors are becoming frequent</li> <li>Response is fairly well-organised</li> </ul>
3 – 4	<ul style="list-style-type: none"> <li>Response is of little relevance to the specified task</li> <li>Little textual evidence is provided</li> </ul>	2	<ul style="list-style-type: none"> <li>Frequent errors with some blurring</li> <li>Response is poorly-organised</li> </ul>
1 – 2	<ul style="list-style-type: none"> <li>Response has no relevance to the novel read</li> </ul>	1	<ul style="list-style-type: none"> <li>Makes little or no sense</li> <li>Response lacks organisation</li> </ul>