



**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN**

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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2015:  
PENTAKSIRAN TINGKATAN 3**

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**BAHASA INGGERIS**  
**(MARKING SCHEME)**

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Kertas soalan ini mengandungi **9** halaman bercetak.

## Mark Scheme for Section A

## Question 1

(10 marks)

## Assessment Objectives

This part assesses the student's ability to:

- Show understanding of the use of correct grammar in context.
- Correct grammatical errors in the text.

## Answers for Question 1

Correction		
Question	Answer	Mark
a	their	1 mark
b	evacuate	1 mark
c	floating	1 mark
d	occurred	1 mark
e	felt	1 mark
f	houses	1 mark
g	said	1 mark
h	was	1 mark
i	urged	1 mark
j	of	1 mark

## Note:

- There should be only **one answer** for each line. If a student writes more than one answer, take only the first answer into consideration.

## Mark Scheme for Section B

## Question 2

(10 marks)

No	Answers	Remarks
(a)	SMK Permata Indah	} Interchangeable
(b)	<b>Royal Malaysia Police</b>	
(c)	(the) veterans of The <b>Malaysian Army</b>	
(d)	- recitation of the <b>Rukun Negara</b>	} Any three of the options
(e)	- the raising of <b>Jalur Gemilang</b>	
(f)	- singing competition of patriotic songs	
	- parade competition - selfie competition	
(g)	patriotic attire	
(h)	- 5 days / five days - between 27 – 31 August, 2015	} Any one of the options
(i)	(#)smkpermatindah	} Interchangeable
(j)	(#)merdeka2015	

## Question 3

(20 marks)

NO	ANSWERS	REMARKS
(a)	TRUE	} Mandatory
(b)	FALSE	
(c)	TRUE	
(d)	TRUE	
(e)	May to July	
(f)	Mangosteen	
(g)	exotic	
	palatable	
(h)	Because the citric acid is a good fat burner	
(i)	Because there are a lot of tropical fruits can be found at the fiesta (Accept any relevant answers)	(Accept any relevant answers)

## Marking criteria for Question j

Band Criteria	A (10-9)	B (8-7)	C (6-5)	D (4-3)	E (2-0)
Task fulfillment	Fulfilled	Fulfilled	Fulfilled	Partially fulfilled	Partially fulfilled
Language accuracy	Accurate	Largely accurate	Sufficiently accurate	Partially accurate	Hardly accurate
Organization and development	Well-organized & well-developed	Organized & developed	Sufficiently organized with some details	Lacking organization & details	Hardly any organization and details
Sentence structure	Varied & effective	Largely varied	Some variety	Lack variety	Distorted sentence structure
Lifting from text	Hardly any lifting	A little lifting	Some lifting	Almost wholesale lifting	Total lifting

Note:

Award '0' mark when there is

- no response or response written in other than English; or
- mindless lifting of irrelevant chunks from other sources including rubrics

When awarding marks, apply the 'best fit' principle. No script will fit neatly into any of a band. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.

## Section C

## Question 4

No	Suggested Answers	Remarks
(a)	Her beauty / Puteri Gunung Ledang's beauty	
(b)	To return from Malacca to the mountain	
(c)	seven barrels	
(d)	on the mountain in the jungle/ forest in the cave Malacca	} Choose any one of the answers
(e)	Virgins	
(f)	He could not sacrifice (kill) his young son	
(g)	i. To test the Sultan's love towards her ii. Puteri's way of turning his proposal down	} interchangeable
(h)	i. impossible ii. not achievable iii. descendant iv. realize	
(i)	to reject/ refuse/decline/turn off the proposal	Accept any relevant answers
(i)	Accept any relevant answers	

## Question 5

No	Answers	Remarks
(a)	Yes / no. Supported with a relevant answer.	
(b)	It does not burn.	
(c)	Mischievous (mandatory)	
(d)	Accept any suitable answers	

**Mark Scheme for Section D****(40 marks)****Assessment Objectives**

This part assesses students' ability to:

- Write based on the given notes using correct and appropriate language
- Write using coherent and cohesive structures to convey meaning effectively
- Add more information, opinions and elaborate ideas.
- Write an appropriate response based on a novel to support their response.

**A. How writing is assessed**

In the assessment of writing skills at the lower secondary school level, students are assessed on their ability to demonstrate the following skills in their written responses.

- Reading skills in understanding the rubric and fulfilling the requirements of the writing task.
- Thinking skills to reflect depth and maturity of thinking by giving ideas, reasons and supporting them with appropriate elaborations.
- Language skills in terms of using language appropriately to provide the correct tone, form and content as required by the task.

The emphasis is on how well the response fulfils the set task and the level of language used. Accuracy of language in terms of grammar, sentence structures and mechanics of writing is essential for effective communication. The examiner must be able to understand and follow the presentation of ideas or events conveyed in the students' responses. Creativity is important but should not be sole criterion in the assessment of writing.

**B. What is expected of students?**

A student must at least be able to:

- Identify the requirements of the task
- Provide the appropriate content according to the task specified
- Use an appropriate format
- Give evidence / reasons to support given response (novel)
- Use correct grammar, sentence structures and mechanics of writing
- Use paragraphs to organize ideas.
- Elaborate and develop ideas e.g. by adding details, giving reasons or examples to make responses more interesting.

**C. General instructions to examiners for marking Section D.**

1. Mark on a 5-band impression scale with bands ranging from A-E
2. Read the response provided for relevance to task and assessment objectives specified for the question.
3. Indicate merit and demerit expressions
4. Check whether response fulfils the criteria specified in a given band.
5. Look for details which make the writing more interesting.
  - i. Responses which are generally free from serious errors should be
  - ii. Responses with frequent serious and minor errors should be placed in the lower bands
6. Read the response again to confirm or change bands.
7. If there is a change in band, read the response again to check the general criteria specified in the new band selected.
8. Award marks accordingly.

## Marking Criteria for Question 6

<b>BAND</b>	<b>A (30-25) EXCELLENT</b>	<b>B(24-19) GOOD</b>	<b>C (18-13) SATISFACTORY</b>	<b>D(12-7) WEAK</b>	<b>E(6-0) VERY WEAK</b>
<b>D E S C R I P T O R S</b>	Task is fulfilled	Task is fulfilled	Task is fulfilled	Task is partially fulfilled	Task is hardly fulfilled
	Ideas are well-developed and well-organized with supporting details	Ideas are well-developed and well-organized with main ideas and supporting details	Ideas are sufficiently-developed with some organization and supporting details	Ideas are partially developed and lack organisation	Ideas are not developed and not organized
	Sentence structures are varied and used effectively	Sentence structures are mostly varied.	Sentence structures are sufficiently varied	Sentence structures lack variety and are repetitive	Sentence structures are varied and distorted
	Vocabulary is wide and precise	Vocabulary is wide enough and mostly precise	Vocabulary is sufficient but lacks precision	Vocabulary is limited	Vocabulary is inappropriate
	Interest is aroused and sustained	Interest is largely aroused	Interest is sufficiently aroused	Interest is partially aroused	Interest is hardly aroused

*Note:*

*Award '0' mark when there is*

- *no response or response written in other than English; or*
- *mindless lifting of irrelevant chunks from other sources including rubrics*

*When awarding marks, apply the 'best fit' principle. No script will fit neatly into any of a band. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.*



## Marking Criteria for Question 7

BAND	A EXCELLENT (9-10)	B GOOD (7-8)	C SATISFACTORY (5-6)	D WEAK (3-4)	E VERY WEAK (0-2)
<b>D E S C R I P T O R S</b>	Task is fulfilled.	Task is fulfilled.	Task is fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised. Well supported with evidence from the text.	Ideas are largely developed and organised. Largely supported with evidence from the text.	Ideas are sufficiently developed but lack organisation. Supported with some evidence from the text.	Ideas are partially developed and lack organisation. Minimal evidence from the text.	Hardly any ideas.
	Language is accurate with few first draft slips.	Language is largely accurate with some minor errors.	Language is sufficiently accurate. Errors are mostly SWEs.	Language is partially accurate. Errors are mostly MWEs.	Language is inaccurate.
	Sentence structures are varied and used effectively.	Sentence structures are mostly varied.	Sentence structures are sufficiently varied.	Sentence structures lack variety and are repetitive.	Sentence structures are distorted.
	Vocabulary is wide and precise.	Vocabulary is wide enough and mostly precise.	Vocabulary is sufficient but lacks precision.	Vocabulary is limited.	Vocabulary is inappropriate.
	Interest is aroused and sustained.	Interest is largely aroused.	Interest is sufficiently aroused.	Interest is partially aroused.	Interest is hardly aroused.

Note:

Award '0' mark when there is

- no response or response written in language other than English; or
- mindless lifting of irrelevant chunks from other sources including rubric
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When awarding marks, apply the 'best fit' principle. No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. **Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.**