



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

<http://cikguadura.wordpress.com/>

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

**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2014
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

PERATURAN PERMARKAHAN

BAHASA INGGERIS

1119/1 & 1119/2

KERTAS 1 DAN KERTAS 2

SECTION A : DIRECTED WRITING<http://cikguadura.wordpress.com/>**MARK SCHEME FOR Question 1**

This question is assessed as follows:

1. ALLOCATION OF MARKS:

FORMAT	2 marks
CONTENT	13 marks
LANGUAGE	20 marks
Total	35 marks

2. FORMAT AND CONTENT MARKS – 15 marks

FORMAT		MARKS
F1 = Title		1
F2 = Written by/ by/Prepared by/ <i>accept name only</i>		1
Sub-total		2
(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, the content point cannot be awarded)		
C1	Head Prefect	1
C2	active in tennis	1
C3	hobbies – reading and painting	1
C4	understanding	1
C5	dedicated	1
C6	helpful	1
C7	friendly	1
C8	top student - scored A+	1
C9	school debater	1
C10	Best Actor in drama competition	1
C11	represented Malaysia in the World Public Speaking Competition	1
C12	additional point 1	1
C13	additional point 2	1
Sub-total		13
Grand Total		15

3. 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 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 an article.
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 an article.
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 an article.

MARK RANGE	DESCRIPTION OF CRITERIA
<p>D 10 - 12</p>	<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. • 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 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 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 article 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 article 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 article makes no sense at all.

SECTION B : Continuous Writing

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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.

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;">C 32 - 37</p>	<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 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.

MARK RANGE	DESCRIPTION OF CRITERIA
<p>U (i) 14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear • High incidence of errors impede 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>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 blur due to high incidence of errors. • Scripts may be also far short of the required number of words.
<p>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 article makes no sense at all.

MARK SCHEME : PAPER 2 1119/2<http://cikguadura.wordpress.com/>**SECTION A**

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

SECTION B : INFORMATION TRANSFER

- 16 Malaysia /Southern Asia /Malaysia and Southern Asia
 - 17 Coconut Cream
 - 18 trans-fatty acids
 - 19 cooking oil
 - 20 cooling agent
 - 21 sports drink
 - 22 replenish the skin
 - 23 makeup remover
 - 24 facial cleanser
 - 25 skin moisturiser
- } interchangeable

SECTION C : READING COMPREHENSION

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QUESTION		ANSWER	LINES LIFTED	MARK
26	(a)	The company routinely runs ads without mentioning the name	Line 1-2	1 mark
	(b)	(they were frustrated by the) lack of innovation in athletic equipment	Line 10-11	1 mark
27	(a)	The slogan/ Nike's popularity and trust /The slogan that rocketed Nike's popularity and trust	Line 13-14	1 mark
	(b)	The syllogism "Nike is athletes, athletes are sports and therefore Nike is sports"	Line 18-19	1 mark
28	(a)	slump		1 mark
	(b)	to overthrow Adidas	Line 35	1 mark
29	(i)	the loss of focus	Lines 40-42	1 mark
	(ii)	over exposure of the (Nike) brand interchangeable		1 mark
30		Example: Too many products by Nike will make it become too common/ ordinary/ not exclusive/lose its identity <i>Allow any other possible answers</i>		0 / 2 marks

SECTION C : SUMMARY

Content : 10 marks

Language : 5 marks**TOTAL : 15 marks****Note : Award 1 mark for each content point to a maximum of 10 marks**

Nike's marketing strategies		Lifting of lines
C1	consistently delivering real value	7-8 (Nike knows customers)
C2	innovation in (product) development	11-12(Nike leads development)
C3	(sky) high in popularity and trust	13 – 14 (This slogan way of life)
C4	represented through popular figures	14-15 (When one apparel figures)
C5	known for competitive	16-17 (They arecharacteristics)
C6	yet cool characteristics	
C7	want to build relationship with athletes and customers	20-21 (They want customers)
Nike's ambition		
C8	moving (aggressively) into new product categories	24-25 (Nike is moving world)
C9	sports apparel explosive business	25-26 (Nike's sports success)
C10	indicates Nike's success	
C11	slapping its (familiar) logo on everything	26-27 (Nike is now soccer balls)
C12	trying to break into soccer	28-29 (Nike is now soccer)
C13	(top) priority to be (world's) number 1 supplier	31-32 (Nike has madeequipment)
C14	work (overtime) to overthrow Adidas	35-36 (Nike will havefifty years)
C15	embarked on fierce marketing strategies	36-37 (Nike has embarked strategies)

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

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

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
MARK	PARAPHRASE (RP)	MARK	USE OF ENGLISH (UE)
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. 	0-1	<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**QUESTION 32**

- a) composed by his fingers 1 mark
- b) deserted (*spelling is mandatory*) 1 mark
- c) Sad/ miserable/upset/unhappy 1 mark
- *Accept any other possible answer*
- d) Example: child abuse, abandoned babies, homelessness, 1 mark
child kidnapping, drug addiction 1 mark
- *Idea of social problem is mandatory*
 - *Accept any other possible answer.*

QUESTION 33: NOVEL

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Marks awarded are as follows:

CONTENT : 10 marks

LANGUAGE : 5 marks

TOTAL 15 marks

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