

SULIT
1119/1
Bahasa
Inggeris
Kertas 1
Ogos
2008
1 ¾ jam

1119/1

No. Kad Pengenalan..... Angka Giliran.....



**SEKOLAH BERASRAMA PENUH
BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH / KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2008**

BAHASA INGGERIS

Kertas 1

Satu jam empat puluh lima minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. *Kertas soalan ini mengandungi **dua** bahagian.*
2. *Jawab **kedua-dua** bahagian.*
3. *Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan satu jam untuk menjawab soalan dalam **Bahagian B**.*

Instructions

1. *This question paper consists of **two** sections.*
2. *Answer **both** sections.*
3. *You are advised to spend about 45 minutes on **Section A** and **one hour** on **Section B**.*

Kertas soalan ini mengandungi 3 halaman bercetak dan 1 halaman tidak bercetak

Section A : Directed Writing

[35 marks]

[Time suggested : 45 minutes]

You are not satisfied with the conditions in your neighbourhood. You would like the District Council to take immediate action. Write a **letter of complaint** to the District Officer to express your dissatisfaction regarding this matter. You should include the following points in your **letter**:

- rubbish dumped along roadside
- playground not maintained
- roads with potholes
- stray cats and dogs increasing in number
- clogged and smelly drains
- long and uncut grass

When writing the **letter**, you should remember to :

- include **all** the points given
- elaborate on **all** the points given
- lay out the letter correctly

Section B: Continuous Writing

[50 marks]

[Time suggested : One hour]

Write a composition of about **350 words** on **one** of the following topics.

- 1 Describe an experience you will never forget.
- 2 Sending students for overseas education is a waste of money.
Do you agree?
- 3 Ways to reduce bullying in schools.
- 4 Write a story beginning with :
I wish he would give me a second chance ...
- 5 Words

KERTAS SOALAN TAMAT



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**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2008**

SKEMA PEMARKAHAN

BAHASA INGGERIS

KERTAS 1

SEKOLAH BERASRAMA PENUH**SPM TRIAL EXAMINATION 2008****ENGLISH 1119/1****Section A : DIRECTED WRITING**

This question is assessed as follows :

1) Allocation of Marks :

FORMAT	: 3 marks
CONTENT	: 12 marks
LANGUAGE	: 20 marks

TOTAL	35 marks
	=====

2) FORMAT & CONTENT MARKS :

FORMAT (All features must be mentioned to merit format marks)		MARKS
i)	F1 = Name and address of sender and recipient, and the date	1
ii)	F2 = Heading (<i>suitable</i>)	1
iii)	F3 = Salutation (<i>Dear Sir / Madam</i>) & Closing (<i>Yours faithfully</i>) *Do not accept only <i>Sir / Madam / Dear</i> , etc. *Do not accept <i>Yours sincerely / Yours truly / Yours</i> , etc.	1
<i>Sub-total</i>		3
CONTENT (All keywords have to be mentioned before any content point is awarded) If content point is not mentioned, no elaboration point can be awarded)		
C1	rubbish dumped along roadside	1
<i>E1</i>	<i>Elaboration of C1</i>	1
C2	playground not maintained	1
<i>E2</i>	<i>Elaboration of C2</i>	1
C3	roads with potholes	1
<i>E3</i>	<i>Elaboration of C3</i>	1
C4	stray cats and dogs increasing in number	1
<i>E4</i>	<i>Elaboration of C4</i>	1
C5	clogged and smelly drains	1
<i>E5</i>	<i>Elaboration of C5 ('clogged and smelly drains' / 'clogged drains' / 'smelly drains')</i>	1
C6	long and uncut grass	1
<i>E6</i>	<i>Elaboration of C6 ('long and uncut grass' / 'long grass' / 'uncut grass')</i>	1
<i>Sub-total</i>		12
Grand Total		15

DIRECTED WRITING – LANGUAGE

Mark Range	Description of Criteria
<p style="text-align: center;">A 19 – 20</p>	<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
<p style="text-align: center;">B 16 – 18</p>	<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 – appropriate for a letter of complaint • Writing – relevant and interest sustained throughout
<p style="text-align: center;">C 13 – 15</p>	<ul style="list-style-type: none"> • Language – largely accurate • Simple structures – no errors, mistakes in only more 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 for a letter of complaint
<p style="text-align: center;">D 10 – 12</p>	<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 – appropriate for a letter of complaint • Written in paragraphs but lacks unity

MARKING SCHEME

<p>E 7 – 9</p>	<ul style="list-style-type: none"> • Meaning – never in doubt • Single Word Errors (SWEs) – frequent and hampers reading • Simple sentence structures – accurate but not sustained • Vocabulary, limited • Spelling – simple words accurate but mistakes with more difficult words • Style and tone – at times inappropriate for a letter of complaint • Paragraphs – lacks unity • Punctuation errors
<p>U (i) 4 – 6</p>	<ul style="list-style-type: none"> • Meaning – fairly clear • SWE – frequent and impedes reading • Accurate sentences – a few • Spelling and Punctuation – frequent errors • Paragraphs – sometimes used correctly • Frequent spelling errors • Style and tone – often inappropriate for a letter of complaint
<p>U (ii) 2 – 3</p>	<ul style="list-style-type: none"> • Multiple Word Errors (MWE) – requires re-reading and re-organising before meaning becomes clear • Sense – decipherable • Little or no sense – whole sections • Accurate sentence – likely to be one or two, most simple sentences • Content – comprehensible • Style and tone – hidden by density of errors
<p>U (iii) 0 – 1</p>	<ul style="list-style-type: none"> • Scripts – almost entirely impossible to recognize as English • Whole sections - do not make sense or copied from text • “0” mark awarded if writing makes no sense at all from beginning to end

MARKING SCHEME FOR CONTINUOUS WRITING

(SECTION B)

- 1) The candidate's response will be assessed **based on impression**.
- 2) 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.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting a **merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most 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.
- 5) **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.

CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
<p>A 44 – 50</p>	<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
<p>B 38 – 43</p>	<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
<p>C 32 – 37</p>	<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 sophisticated words • Paragraphs – show unity, at times inappropriately linked • Writing – relevant, lack originality and interest aroused and sustained throughout • Some interest – aroused but not sustained
<p>D 26 – 31</p>	<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

MARKING SCHEME

<p>E 20 - 25</p>	<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
<p>U (i) 14 – 19</p>	<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
<p>U (ii) 8 – 13</p>	<ul style="list-style-type: none"> • 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
<p>U (iii) 0 – 7</p>	<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