



**JABATAN PELAJARAN TERENGGANU**

**PERATURAN PEMARKAHAN**

**MODUL PERKEMBANGAN PEMBELAJARAN 3 2019**

**TINGKATAN 5**

---

**BAHASA INGGERIS**

**1119/ 1 & 1119/2**

---

**MPP3 2019**  
**TINGKATAN 5**  
**BAHASA INGGERIS 1119/ 1 & 1119/2**

**PERATURAN PEMARKAHAN**

**SECTION A: DIRECTED WRITING**

Award marks for:

(a)	Format	3 marks
(b)	Content	12 marks
(c)	Language	20 marks
Total		35 marks

Detailed Marking Instructions

<b>(a) Format</b>	<b>Informal Letter</b>	<b>Mark</b>
<b>F1</b>	Sender's address and date	1
<b>F2</b>	Salutation ( <b>Dear....</b> )	1
<b>F3</b>	Closing (e.g <b>Yours sincerely, / Yours, / Your friend,</b> ) Signature	1

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

<b>(b) Content</b>	<b>Point</b>	<b>Mark</b>
tour around town	<b>C1</b>	1
traditional village	<b>C2</b>	1
night market	<b>C3</b>	1
National Day celebration	<b>C4</b>	1
fishing	<b>C5</b>	1
local dishes	<b>C6</b>	1
(mention one more plan)	<b>C7</b>	1
passport	<b>C8</b>	1
suitable clothing	<b>C9</b>	1
be careful	<b>C10</b>	1
(mention one more reminder)	<b>C11</b>	1
(state hope)	<b>C12</b>	1

## **MARKING METHOD FOR LANGUAGE**

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicate by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

<b>Band/mark</b>	<b>Band Description</b>
<b>A 19-20</b>	Language is accurate. Sentences are varied in structure, length and type for effect. Vocabulary is wide, precise and sophisticated. Paragraphs have unity and are properly linked. Tone is appropriate to an informal letter.
<b>B 16-18</b>	Language is almost always accurate (minor errors). Sentence structures are varied and interesting. Vocabulary is wide enough to convey intended shades of meaning. Spelling is nearly always accurate. Paragraphs show unity and appropriately linked. Tone is appropriate to an informal letter.
<b>C 13-15</b>	Language is generally accurate. Simple structures are accurate. Vocabulary is wide enough but some may lack precision. Paragraphs show unity and are appropriately linked. Tone may be inconsistent.
<b>D 10-12</b>	Language is sufficiently accurate to communicate meaning clearly. Patches of clear accurate language when used in simple structures. Vocabulary is adequate, some may lack precision. Simple words are correctly spelt. Paragraphs may not be properly linked.
<b>E 7-9</b>	Errors are sufficiently frequent. Serious errors hamper speed of reading but meaning is never in doubt. Some simple structures are accurate but not sustained. Vocabulary is limited or too simple. Simple words are correctly spelt. Paragraphs may lack unity. Linkers may be absent or incorrectly used.
<b>U(i) 4-6</b>	Frequent and serious 'single word' errors impede reading but meaning is fairly clear. There may be a few simple and accurate sentences. Vocabulary is limited. Spelling errors are frequent. Paragraphs lack planning.
<b>U(ii) 2-3</b>	Sense will be decipherable, but errors are multiple – requiring rereading and reorganizing. There may be one or two accurate sentences. Makes little sense and barely comprehensible.
<b>U(iii) 0-1</b>	Very little or no sense.

## SECTION B: CONTINUOUS WRITING

Indicate errors in language by underlining the word or phrase where the mistakes occur.  
Indicated by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Description of Criteria
<b>A</b> <b>44-50</b>	<p>Language – <b>entirely accurate</b></p> <p>Sentences – varied in structure, length and type to achieve a particular effect.</p> <p>Vocabulary – wide and precise</p> <p>Spelling – accurate</p> <p>Punctuation – accurate and helpful.</p> <p>Paragraphs – well-planned, have unity and properly linked.</p> <p>Task fulfillment – topic well-addressed with consistent relevance.</p> <p>Interest is aroused and sustained.</p>
<b>B</b> <b>38-43</b>	<p>Language – <b>accurate, occasional minor errors.</b></p> <p>Sentences – some variations in length and type including some complex structure.</p> <p>Vocabulary – wide enough to convey intended shades of meaning.</p> <p>Spelling – nearly always accurate</p> <p>Punctuation – accurate and generally helpful.</p> <p>Paragraphs – show some planning, have unity and appropriately linked.</p> <p>Task fulfillment – the writing is relevant to the topic.</p> <p>Interest is aroused and sustained.</p>
<b>C</b> <b>32-37</b>	<p>Language – <b>largely accurate</b></p> <p>Sentences – <b>simple structures are accurate.</b> Sentences may show variety in structure and length but tend to be of one type – monotonous.</p> <p>Vocabulary – sufficient to convey intended meaning but may lack precision.</p> <p>Spelling – simple words are correctly spelt. Punctuation – generally helpful.</p> <p>Paragraphs – some planning and unity, although links may be absent or inappropriate. Task fulfillment – the writing is relevant but may lack originality.</p> <p>Some interest is aroused but not sustained.</p>
<b>D</b> <b>26-31</b>	<p>Language – <b>sufficiently accurate</b> to communicate meaning. <b>Patches of clarity</b> when simple sentences and vocabulary are used.</p> <p>Sentences – some variety of sentence types and length but the purpose is not clear.</p> <p>Vocabulary – usually adequate to show intended meaning but inaccurate.</p> <p>Spelling – simple words spelt correctly.</p> <p>Punctuation – fairly helpful.</p> <p>Paragraphs – lack of planning or unity.</p> <p>Task fulfillment – topic is addressed with some relevance.</p> <p>Lacks liveliness.</p>
<b>E</b> <b>20-25</b>	<p>Language – meaning is never in doubt but errors are sufficiently frequent to hamper reading.</p> <p>Sentences – simple structures may be accurate but not sustained.</p> <p>Vocabulary – limited, too simple to convey precise meaning or may be too ambitious but inaccurate.</p> <p>Spelling – simple words correctly spelt but frequent errors making reading difficult.</p> <p>Punctuation – fairly helpful.</p> <p>Paragraphs – lack unity or haphazardly arranged.</p> <p>Task fulfillment – subject matter is only partially relevant.</p> <p>Lacks liveliness.</p>

<b>Ui 14-19</b>	<p>Language – many serious errors of various kinds throughout the script but meaning is fairly clear. The errors are mainly of single word type. They could be corrected without rewriting the whole sentence.</p> <p>Sentences – simple and often repetitive.</p> <p>Vocabulary – frequent errors cause blurring.</p> <p>Spelling – frequent errors.</p> <p>Paragraphs – ignorant of rules.</p> <p>Paragraphs – haphazardly arranged, may be absent.</p> <p>Task fulfillment – limited subject matter or partially treated.</p> <p>Interest is not aroused.</p>
<b>Uii 8-13</b>	<p>Language – The readers are able to get some sense but errors are multiple in nature; re-reading is necessary.</p> <p>Sentences – only a few accurate sentences, however simple.</p> <p>Sense – content may be comprehensible but high frequency of errors distorts meaning.</p> <p>Task fulfillment – script may be far short of required length.</p>
<b>Uiii 0-7</b>	<p>Sense/task fulfillment – almost entirely impossible to read.</p> <p>Make little or no sense.</p>

## **PAPER 2**

### **SECTION A [15 MARKS]**

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

### **SECTION B [10 MARKS]**

No	Answers	Mark
16	Think Green Magazine	1
17	31 August 2019 or 30 / 08 / 2019	1
18	full name	1
19	contact number	1
20	Tigers / Malayan Tigers	1
21	nature lover	1
22	poem / short story / message	1
23	poem / short story / message	1
24	tiger conservation / conservation of tigers / Malayan Tigers.	1
25	email	1

**SECTION C [25 MARKS]****Reading Comprehension**

Question		Answer
26	a	(plantation) lorry driver
	b	he converted a huge cylindrical glass container into an aquarium
27	a	her (kitchen) utensils went missing
	b	a kingfisher
28	a	being/he was the oldest child
	b	minded
29	a	<i>Accept any possible answer with the following idea:</i> He did not want to miss the chance of getting a job (as jobs were scarce then) / he did not want to give a bad impression to the interviewer / Accept lifting of "There was a recession and jobs were scarce." Line 40
	b	Accept any possible answer with the idea that the writer felt the love of a true friendship.
30	i	<i>Accept any possible answers e.g:</i> Always spend time together / help each other
	ii	We will not forget each other./ learn to appreciate each other more

**Summary (15 marks)****Question 31**

Annotate as follows:

CONTENT	- 10	
LANGUAGE	- 5	
		=====
TOTAL		15
		=====

Awarding Content Marks:

No	Point	Mark
1	watch (with fascination as) Ismail's father busied himself in his workshop	1
2	helped Ismail's father with his tools	1
3	built a den (from discarded zinc sheets and old wooden planks)	1
4	<b>Here (there)</b> , they spent many a sultry afternoon ( <i>can only be awarded with the presence of Point 3</i> ) / they spent many afternoons <b>in a/the den</b>	1
5	enjoyed the sugarcane and guavas that Ismail brought from his garden.	1
6	<b>the writer</b> (and Jothi/ his brother) provided the tapioca, kitchen utensils and salt	1
7	made their own tapioca chips / Accept lifting of "After washing the tapioca using water from a nearby stream, we then sliced it into thin half-moon discs, sprinkled on a little salt and deep fried them in the wok over an open fire." Lines 18-20	1
8	explored the countryside on <b>bicycles</b>	1
9	went zipping past the cliffs	1
10	watched the flash of colour as a kingfisher flew by/watched a kingfisher fly by	1
11	went swimming in a stream	1
12	the writer (and Jothi) went to Ismail's house/spent time at Ismail's house on weekends	1
13	(At times) Ismail would accompany the writer's family as they made a (rare shopping) trip to town.	1

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
<b>5 Excellent</b>	<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>	<b>5 Excellent</b>	<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>

<b>4 Good</b>	<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>	<b>4 Good</b>	<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>
<b>3 Fair</b>	<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>	<b>3 Fair</b>	<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>
<b>2 Unsatisfactory</b>	<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>	<b>2 Unsatisfactory</b>	<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>
<b>0-1 Poor</b>	<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>	<b>0-1 Poor</b>	<ul style="list-style-type: none"> <li>- heavy frequency of errors – hampers reading</li> <li>- fractured syntax / fragmented</li> </ul>

## SECTION D

### Question 32

(a)	She holds the persona's hand. / She smiles.	1 mark
(b)	She was forgetful / senile.	1 mark
(c)	(the) <b>awful place</b> (grandmothers go)	1 mark
(d)	<p><i>Accept any possible answer. Examples:</i></p> <ul style="list-style-type: none"> <li>- She misses her grandmother.</li> <li>- She loves her grandmother dearly.</li> <li>- She feels her grandmother's affection/warmth</li> </ul> <p><i>Accept any reason related to the emotion stated.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>- She keeps the picture of them together</li> <li>- She wants to remember her grandmother as she is in the picture (smiling / healthy etc.)</li> <li>- She reminisces her childhood memory with her grandmother</li> </ul>	1 mark each
		5 marks



**Question 33**

<b>Content</b>	-	<b>10</b> marks
<b>Language</b>	-	<b>5</b> marks
<b>TOTAL</b>	-	<b>15</b> marks

*Guidelines on marking content and language:*

<b>Content</b>		<b>Language</b>	
<i>Score</i>	<i>Description</i>	<i>Score</i>	<i>Description</i>
<b>9-10</b>	Response is relevant to the task specified. The theme discussed is supported with evidence from the text. Main supporting ideas are relevant to the task. Shows full knowledge of the lesson.	<b>5</b>	<ul style="list-style-type: none"><li>• accurate</li><li>• well-organised</li></ul>
<b>7-8</b>	Response is relevant to the task specified. The theme discussed is usually supported with evidence from the text. Main supporting ideas are mostly relevant to the task. Shows knowledge of the theme. Partial treatment.	<b>4</b>	<ul style="list-style-type: none"><li>• largely accurate</li><li>• well-organised</li></ul>
<b>4-6</b>	Response is likely to be intermittently relevant to the task specified. The theme discussed is supported with some evidence from the text. Shows some knowledge of the theme but lacks focus.	<b>3</b>	<ul style="list-style-type: none"><li>• frequent errors but meaning is never in doubt</li><li>• fairly organised</li></ul>
<b>2-3</b>	Response may be barely relevant to the task specified. The theme is unlikely to be discussed. Writing hardly contains ideas that may be relevant to the task specified. Shows little knowledge of the theme. Hardly any textual support.	<b>2</b>	<ul style="list-style-type: none"><li>• meaning is blur – needs rereading</li><li>• poorly organised</li></ul>
<b>0-1</b>	Has barely any understanding of the requirements of the task. Writes in a disorganized way – no coherence. Has no understanding of the task.	<b>1</b>	makes little or no sense at all

**PERATURAN PEMARKAHAN TAMAT**