



MODUL PINTAS TINGKATAN 5

Peperiksaan Percubaan Tahun 2019

Skema Jawapan Bahasa Inggeris

Kertas 2 1119/2

PINTAS 2019 - ENGLISH
MARKING SCHEME FOR PAPER 2

Section A

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

Section B

16. Electronic devices
17. robots
18. violent games / *horror violent games*
19. computers and phones / *using computers and phones*
20. spell checker~~s~~
21. cognitive learning
22. educational atmosphere~~s~~
23. microphone
24. sedentary lifestyle
25. electromagnetic rays

SECTION C

ANSWERS FOR QUESTIONS 26 to 30

No.	Expected Answer	Allow	Don't Allow
26	Free Food For Everyone / 3FE		
27	(a) the charity sector	He stuck his nose in the charity sector	To find the answer, he stuck his nose in the charity sector, and quite quickly, sniffed out his second calling
	(b) sniffing - <i>bonus marks</i>		The word is sniffing
28	(a) daily halal meals	Free Food for Everyone fills the gap for daily halal meals	
	(b) (i) muslims (ii) non-muslims / anyone who needs food		Lifting of whole sentences are not allowed.
29	(i) gets help for her family's household expenses / enhance her relationships with her neighbours	Any two answers.	

	(ii) complements her role as a grassroots leader.		
30	Moral Value: <i>helpful/kind</i> Affect: <i>feeds halal meals to the muslims/ helps everyone regardless of race and religion</i>	Accept any other logical answer.	

SUMMARY CONTENT

Each Point Scores 1 Mark

Maximum: 10 marks

1. *(daily) halal food*
2. *given out more than 320 000 meals*
3. *many beneficiaries are muslims*
4. *does not discriminate / non-muslims*
5. *strengthening communities / builds bonds and relationships*
6. *create opportunities*
7. *beneficiary of Daily Dinner Delivery programme*
8. *ask to manage the meals for the residents*
9. *help with her family's household expenses*
10. *enhanced her relationships with her neighbours*
11. *complements her role as a grassroots leader*
12. *to keep the food programme running*
13. *Andy has been shouldering most of the cost*
14. *More awareness will inspire public to donate*

AWARDING LANGUAGE MARKS

- 1) First of all, assign the script to a mark level under the category of PARAPHRASE.
- 2) Then arrive at the mark level for the USE OF ENGLISH. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the frequency of serious and minor errors. Indicate these errors by underlining. Then assess the ability to form original and extended syntax, outside the text structures.
- 3) Add the marks for PARAPHRASE and USE OF ENGLISH together and divide by two. Raise any half-marks to the nearest whole number.

4) Add this mark to the CONTENT mark and show as a total in the right-hand margin of the script.

LANGUAGE DESCRIPTORS

Question 31: Summary

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> There is a sustained attempt to rephrase the text language. Allow phrases from the text which are difficult to substitute. Expression is secure 	5	<ul style="list-style-type: none"> The language is accurate. Any occasional errors are either first draft slips or minor errors Very well-organised and coherent throughout. Marked ability to use original complex sentences.
4	<ul style="list-style-type: none"> There is a noticeable attempt to rephrase 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 largely accurate. Serious errors are not frequent although they are noticeable. Well-organised and coherent in most parts. Some ability to use original compound/complex sentences.
3	<ul style="list-style-type: none"> Limited attempt to rephrase the text. Intelligent and selective lifting. Expression may not always be secure but the attempt to substitute will gain credit. 	3	<ul style="list-style-type: none"> The language is sufficiently accurate. Serious errors are becoming more frequent. Fairly well-organised and coherent in some parts.
2	<ul style="list-style-type: none"> Copying of text material in chunks with little evidence of selection and care. Attempts to substitute own language will be limited to single word expression. Irrelevant sections of the text may be present at this level. 	2	<ul style="list-style-type: none"> Meaning is not in doubt. Frequent serious errors. Poorly organized and lacks coherence.
1	<ul style="list-style-type: none"> Mindless lifting. More or less a complete transcript of the text. Originality barely noticeable. 	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. Incoherent

Section D

32 (a) his friend

(b) soft deceitful wiles

(c) the tree

(d) Emotion : angry/ sad (any plausible answer)
Reason: (any plausible answer)

33 Novel

Content and Language Descriptors

MARK RANGE	CONTENT	MARK	LANGUAGE
9 -10	<ul style="list-style-type: none"> • A consistently relevant and convincing response to the task specified. • Always provides detailed and well-developed textual evidence. 	5	<ul style="list-style-type: none"> • The language is accurate. • Very well-organised.
7 - 8	<ul style="list-style-type: none"> • Response is relevant to the task specified. • Usually provides textual evidence with some development 	4	<ul style="list-style-type: none"> • The language is largely accurate. • Well-organised.
5 - 6	<ul style="list-style-type: none"> • Response has some relevance or is only intermittently relevant to the task specified. • Provides some textual evidence with little development. 	3	<ul style="list-style-type: none"> • Meaning is never in doubt but errors are becoming more frequent • Fairly well-organised.
3 - 4	<ul style="list-style-type: none"> • Response of little relevance to the task specified. • Little textual evidence. 	2	<ul style="list-style-type: none"> • Frequent errors with some blurring in meaning. • Poorly organised.
1 - 2	<ul style="list-style-type: none"> • Response has very little relevance to the task. 	1	<ul style="list-style-type: none"> • Makes little or no sense at all. • Lacks organization.