

Mark Scheme For Section A

Question 1

(10 marks)

Assessment Objectives

This part assesses students' ability to:

- show understanding of the use of correct grammar in context.
- identify and correct grammatical errors in the text.

Marks are awarded as follows:

Note: *If the candidate identifies two or more errors in a line, no marks will be awarded.*

Error Identified	Error Corrected	Marks
/	/	2
/	X	1
X	/	0

Identification of errors	Correction of errors	Marks
10 marks	10 marks	$20 \div 2 = 10$ Example 1 : $14 \div 2 = 7$ Example 2 : $7 \div 2 = 3.5 = 4$ marks

Answers for Question 1

Error			Correction		
Question	Answer	Mark	Question	Answer	Mark
a	are	1 mark	a	were	1 mark
b	our	1 mark	b	your	1 mark
c	off	1 mark	c	of	1 mark
d	but	1 mark	d	and	1 mark
e	a	1 mark	e	the	1 mark
f	thieves	1 mark	f	thief	1 mark
g	shortest	1 mark	g	shorter	1 mark
h	grow	1 mark	h	grows	1 mark
i	proudly	1 mark	i	proud	1 mark
j	gathers	1 mark	j	gathered	1 mark

Mark Scheme For Section B

(30 marks)

Question 2

(10 marks)

Assessment Objectives

This part assesses students' ability to:

- read and understand the text.
- identify and transfer the correct information from one text type to another accurately.

Note:

1. **Do** award marks for answers with minor grammatical errors. Correct spelling is mandatory if the word exist in the text.
2. **Do not** award marks for over lifting that includes irrelevant sections of the text.
3. There should only be one answer for each question. If a student writes more than one question, only take the first answer into consideration.

Answers for Question 2

Question	Key/Answer	Mark
a	<ul style="list-style-type: none">• Brown eyes• Dark brown hair• 5 feet tall } accept any two	1 mark
b		1 mark
c	Seattle (Washington)	1 mark
d	Shopping at the mall	1 mark
e	Going out to dinner (with <u>her</u> mom)	1 mark
f	Visiting (<u>her</u>) grandma	1 mark
g	basketball	1 mark
h	coffee	1 mark
i	bagels	1 mark
j	Watching movies	1 mark

Question 3

(20 marks)

Assessment Objectives

This part assesses students' ability to:

- read and understand a non-linear text.
- respond to a non-linear text using established reading skills.
- write an email:
 - i. encouraging others to take up reading
 - ii. providing appropriate reasons on the importance of reading


Note:

1. **Do** award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
2. **Do** remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require a personal responses.
3. **Do** award full marks for intelligent lifting.
4. **Do not** award marks for over lifting that includes irrelevant sections of the text.
5. **Do not** award marks for answers where meaning is totally unintelligible.

Answers for Question a - i

a	True	1 mark
b	False	1 mark
c	False	1 mark
d	False	1 mark
e	Consolation prize / RM200.00	1 mark
f	Via students' respective school	1 mark
g i	Inculcate	1 mark
ii	Submitted	1 mark
h	Their essays must be original	1 mark
i	Increase one's vocabulary (Accept any other relevant response)	1 mark

General Guidelines for marking Question j

1. Marked on a 5-band impression scale with marks ranging from 1 - 10.
2. Read and understand the instructions about the following:-
 - A. How writing is assessed and
 - B. What is expected of students Refer to Mark Scheme for Section D
3. Read the response provided for relevance to task and assessment objectives specified for the question.
4. Check whether response fulfils the criteria specified in a given band.
5. Indicate merit and demerit expressions.
6. look for additional details which make the writing interesting.
 - i. Responses which are generally free from serious errors should be placed in the upper bands.
 - ii. Responses with frequent minor and serious errors should be placed in the lower bands.
7. Place a response with total or almost **wholesale lifting in the lower bands**. For responses with **intelligent lifting, award marks accordingly** based on the given criteria.
8. students are allowed to use the points in the poster when writing out their responses.
9. **Read** the response again to confirm or change bands.
10. If there is a change in the band, **read** the response again to check the general criteria specified in the new band selected.
11. Award marks accordingly.

Note:

- *The general criteria in the bands are common to **ALL** tasks with specific examples given to aid the examiners. All responses must be marked using the criteria given in the bands. Please read the criteria carefully for all five bands **BEFORE** marking.*
- *The length of the response should not be a criteria in awarding marks. Award marks based on the quality and relevance of the response.*

Marking Criteria for Question j

Band/ Mark	A	B	C	D	E
Criteria					
Task fulfillment	Fulfilled	Fulfilled	Fulfilled	Partially fulfilled	Hardly fulfilled
Language accuracy	Accurate	Largely accurate	Sufficiently accurate	Partially accurate	Hardly accurate
Organisation and development	Well-organised & well developed	Organised & developed	Sufficiently organised & developed	Lacking organisation	Hardly any organisation and details
Sentence structure	Varied & effective	Largely varied	Some variety	Lack variety	Distorted sentence structures
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 language other than English; or*
- mindless lifting of irrelevant chunks from other sources including rubric*

*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.***

Mark Scheme For Section C

(20 marks)

Assessment Objectives

This part assesses students' ability to:

- read and understand a linear text.
- demonstrate understanding of a poem.
- respond appropriately to the comprehension task.
- use language competently to convey meaning in the task.

Note:

1. **Do** award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
2. **Do** remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require a personal response.
3. **Do** award full marks for intelligent lifting.
4. **Do not** award marks for over lifting that includes irrelevant sections of the text.
5. **Do not** award marks for answers where meaning is totally unintelligible.

Question 4

(15 marks)

Answers for Questions a - h

a		(They would be out) running and playing	1 mark
b	i	(They) prefer to do physical activities	1 mark
	ii	A local university and a multi-national company	1 mark
c		(Their) children being distracted by smart phones and tablets	1 mark
d		They had never known a world without internet	1 mark
e	i	Sedentary	1 mark
	ii	Distracted	1 mark
	iii	Gadgets	1 mark
f	i	They can suffer from obesity/chronic diseases/diabetes/heart problems/cancer	1 mark
	ii	They will have social problems/perform poorly in academic.	1 mark
g	i	Eat right	1 mark
	ii	Bring the "sport play" (factor)/have physical activity	1 mark
h	i	Learn to be tolerant/	1 mark
	ii	Learn to be cooperative/work together	1 mark
	iii	Learn to share/not to be selfish (Accept any other relevant response)	1 mark

Question 5

(5 marks)

Answers for Questions a - d

a	Man is always busy/full of responsibilities/full of worries	1 mark
b	Squirrels hide their nuts in grass	1 mark
c	During the night/when there is reflection of the stars in the sky at night	1 mark
d	Yes because they are very busy with their work. No because they can still relax after work. (Accept any other relevant response)	2 marks

Note:

Answer	Mark(s)
Yes/no with reason	2
Yes/no not mentioned but can be implied through the reason	1
No attempt Yes/no without reason	0

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 that they have read.
 - i. write about a moral value learnt.
 - ii. provide relevant evidence from the 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 the 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 organise 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. Marked 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

BAND	A EXCELLENT	B GOOD	C SATISFACTORY	D WEAK	E VERY WEAK
D E S C R I P T O R S	Task is fulfilled.	Task is fulfilled.	Task is fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised with supporting details,	Ideas are developed and organised with main ideas and Supporting details.	Ideas are Sufficiently developed with some organisation and supporting details.	Ideas are partially developed and lack organisation.	Ideas are not developed and not organised.
	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*

*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.***

Marking Criteria For Question 7

BAND	A EXCELLENT	B GOOD	C SATISFACTORY	WEAK	E VERY WEAK
D E S C R I P T O R S	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:










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

*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.***

MARKING PROCEDURES

Examiners are recommended to use the symbols given to ensure consistency in marking and for ease of moderation.

	Marking Symbols	Meaning of Symbols
M E R I T		merit - used to indicate apt vocabulary, good expression and structure where it occurs.
D E M E R I T		gross errors
		minor errors
		irrelevance, incomprehensible
		lifting
		omission
		repetition
		stringing
		Inverse word order (transpose)