MARKING SCHEME FOR SPM PAPER 1
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 :

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All features must be mentioned to merit format marks)</td>
<td></td>
</tr>
<tr>
<td>i)  F1</td>
<td>1</td>
</tr>
<tr>
<td>ii) F2</td>
<td>1</td>
</tr>
<tr>
<td>iii) F3</td>
<td>1</td>
</tr>
<tr>
<td>Sub-total</td>
<td>3</td>
</tr>
</tbody>
</table>

| 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  Content point C1        | 1     |
| C2  Content point C2        | 1     |
| C3  Content point C3        | 1     |
| C4  Content point C4        | 1     |
| C5  Content point C5        | 1     |
| C6  Content point C6        | 1     |
| C7  Content point C7        | 1     |
| C8  Content point C8        | 1     |
| C9  Content point C9        | 1     |
| C10 Content point C10       | 1     |
| C11 Content point C11       | 1     |
| C12 Content point C12       | 1     |
| Sub-total                   | 12    |

Grand Total: 15
# DIRECTED WRITING – LANGUAGE

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description of Criteria</th>
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</table>
| **A** 19 – 20 | • 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 |
| **B** 16 – 18 | • 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 to the task  
• Writing – relevant and interest sustained throughout |
| **C** 13 – 15 | • 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 to the task |
| **D** 10 – 12 | • 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  
• Written in paragraphs but lacks unity |
| E (7–9) | • 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  
• Paragraphs – lacks unity  
• Punctuation errors |
| U (i) (4–6) | • 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 |
| U (ii) (2–3) | • 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 |
| U (iii) (0–1) | • 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

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong>  44 – 50</td>
<td></td>
</tr>
</tbody>
</table>
• 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 |
| **B**  38 – 43 |  
• 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 |
| **C**  32 – 37 |  
• 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 |
| **D**  26 – 31 |  
• 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 |
| E (20 - 25) | - 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 |
|---|---|
| U (i) (14 – 19) | - 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 |
| U (ii) (8 – 13) | - 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 |
| U (iii) (0 – 7) | - 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 |