APPENDIX 1

Writing Behaviours and Background Interview Guide

The Writing Processes

1. Did you much about the topic?
2. What did you know?
3. Have you attempted a topic like this?
4. Did you know all the details before you plunged into writing?
5. Where and how did you get your ideas from?
6. Did you write first and let the ideas develop?
7. Did you think of your audience
8. Did you change your plans?
9. Did you stop often while writing?
10. What did you do when you seem to be ‘stuck’?
11. What is your idea of a perfect essay?
12. Did you make changes in your paper while writing?
13. Did time matter to you in doing this task?
14. How did you decide when to stop writing?
15. Are there any differences in carrying out this assignment as compared to you other writing tasks done during your secondary school days?

The Background Variables Guide

1. Do you like writing?
2. Do you like writing in English?
3. Are you always happy with your end products?
4. Do you think there is much difference in writing in Bahasa Melayu as compared to writing in the English Language?
5. Do you find writing easy?
6. Do you like letting people read your writing?
7. Do you revise extensively at the end of your writing?
8. What is your opinion of a good writing?
9. Where do you get your ideas from?
10. Do you think the current syllabus is good enough to produce a good writer?

(Adapted from Lee May Eng's Writing Behaviours and Background variables Interview Guide, 1989)
APPENDIX 2

MALAYSIAN EXAMINATIONS SYNDICATE

in collaboration with

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Joint 1322/1119 English Language Examination

Examiner Training 1996

CONTINUOUS WRITING
MARK SCHEME
Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.

Scripts in this category are almost entirely, or entirely impossible to recognise as pieces of English writing. Whole sections of the composition will make no sense at all. Where occasional patches of relative clarity are evident some marks should be given. The mark of 0 should be reserved for scripts that make no sense at all from beginning to end.

MARKING ABNORMAL SCRIPTS

1. BLATANT IRRELEVANCY i.e. evading the purpose of the examination by deliberate and consistent distortion or change of subject, or by the inclusion of memorised material. These scripts are likely to be rare. Treat the script as blatantly irrelevant only where there is clear evidence to support your suspicion.

ACTION: Consider the performance of the candidate in the rest of the paper. If this tends to confirm the suspicion, advice should be sought from a Senior Examiner.

2. MINOR IRRELEVANCY i.e. where the candidate has wandered away from the subject and has (probably not deliberately) produced a composition that does not address itself fully to the topic.

ACTION: Take this irrelevance into account when allocating the script to a marking level, but consider this as only one of the pieces of evidence that will contribute to the assessment. It is important that examiners should not go on an 'irrelevancy hunt'. Candidates are being asked to produce stories, descriptions etc at very short notice under examination conditions, and may well misread or misinterpret a title. It is important that examiners should not be severe when this happens. Examiners should also be tolerant of work that answers only part of the question or which reveals an imperfect understanding of the 'flavour' of the title. Only when deliberate and blatant 'twisting' of the subject, to accommodate prepared work, is suspected should a penalty be considered. Questions are set in the hope that they will not be misunderstood, but unexpected interpretations often occur.
The language is sufficiently accurate to communicate meaning clearly to the reader. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Punctuation will be used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. The subject matter will indicate that a genuine attempt has been made to address the topic, but there may be digressions or failures of logic. The reader may find that compositions at this level lack liveliness and interest value.

Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. Some simple structures will be accurate, but a script at this level is unlikely to sustain accuracy for long. Vocabulary may be limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance to the topic but may achieve only a partial or a 'glancing' treatment of the subject. The incidence of linguistic error is likely to distract the reader from merits of content.

There will be many errors of various kinds throughout, but they will be of the 'single-word' type i.e. they could be corrected without re-writing the sentence. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.
CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

A1/A2 Apart from very occasional 'first draft' slips, the language is entirely accurate. Sentence structure is varied and demonstrates that the candidate has the skill to use various lengths and types of sentences to achieve particular effects. Vocabulary is wide and is used with precision. Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.

B3/B4 The language is accurate; occasional errors are either 'first draft' slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences. Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The piece of writing is a relevant response to the topic, and the interest of the reader is aroused and sustained through most of the composition.

C5/C6 The language is largely accurate. Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. Vocabulary is wide enough to convey intended meaning, but may lack precision. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used. Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted eg the punctuation of direct speech. Sentence separation, however, is accurately punctuated. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is a relevant response to the topic and will arouse some interest in the reader. There may be an impression of lack of originality and/or some evidence of lack of planning.

37(38-39) marked by Cambridge
ASSESSMENT OBJECTIVES

To test the candidate's ability to

1. Produce a piece of continuous prose in accurate Standard English.
2. Respond relevantly to a task chosen from a number of alternatives.

Particular emphasis is placed upon the candidate's abilities to:

Write sentences of various lengths and types, using a variety of sentence structures as an aid to meaning.
Use a wide vocabulary with precision.
Punctuate accurately and helpfully.
Write in paragraphs which demonstrate internal unity and are appropriately linked.
Spell accurately over the full range of vocabulary used.
Respond with relevance and precision to the chosen topic.
Engage and sustain the interest of the reader.

The above objectives are assessed by impression, using as guides the attached levels descriptions, and exemplar scripts showing performance across the expected range of achievement.

MARKING METHOD

The whole of each composition should be read slowly and carefully, indicating all errors by underlining the word or phrase where the mistake occurs and placing ticks in the body of the script to indicate good use of language or subject matter.

When the script has been read, it should be assigned to one of the levels of performance described below. No script will fit exactly into one of the descriptions, but examiners must judge which level most nearly 'fits' the characteristics of the script. Where all, or nearly all, of the criteria of a particular level have been met, the script should be placed towards the top of the range available for that level. A script that fits the description but is less complete in its coverage of the criteria should be placed towards the bottom of the available range. Exemplar scripts are further guides to awarding the correct mark.

When assessing pieces of continuous writing, it is important to remember that the candidate is working within a strict time limit and may, therefore, make occasional 'first draft' errors which may not be typical of the candidate's best work.
Is racial integration possible in Malaysia? Give your views.

A race is a group of people who have their own set of beliefs, religion, culture, physical and other peculiar characteristics. Invariably, the members of a race are very proud of their race and would defend what they believe in or their way of life if they are threatened in anyway.

So when two or more races stay together in the same place, conflicts are bound to occur. At best, they just let each other live side-by-side as long as they do not interfere with each other's way of living.

We, in Malaysia are in this position. There are three major races here, the Malay, the Chinese and the Indians with smattering of other ethnic groups. So far we have managed very well to stay as one nation despite our differences. Only the May 13 incident in 1969 spoiled an otherwise perfect co-existence between the races.

The people of Malaysia have come a long way since the ugly incident. Most have learned that racial strife is intolerable and not worth the blood shed. So we have learned to tolerate each other a great deal. More than that we have learned to help the country prosper despite all the difficulties. While other countries are rocked by racial riots, we live in harmony.

However, this living in harmony does not mean that there
Racial integration is the combination of all the races to make one unique Malaysian race. I cannot envisage this becoming reality, not at least in my lifetime.

The basic difficulty lies in this: which race is going to give up its culture or beliefs so that it suits the other races? From what I see, no race is going to do that voluntarily. Culture and religion are too deeply ingrained into us from the moment we are born. It is impossible to change one’s beliefs and upbringing without causing havoc to one’s own race.

In the few mixed marriages that we see sometimes, one party has to virtually forsake all of his or her culture and beliefs in order to be accepted by the other party. So instead of integration of the races, or at least the assimilation of each other’s cultural values, it is complete dropping of one’s culture and beliefs to embrace completely the other’s. So the races remain adamant about their positions and none is likely to concede anything for racial integration.

So we are likely to continue to live in racial harmony, not integration. We have had many years of practice in harmony, so I see no reason why we cannot go on as usual. The only danger lies in religious fanaticism which so far the government has the wisdom to put down before it gets out of hand. Besides that Malaysia does not have any great insurmountable problems between the races. So while we may not integrate completely, we have the next best thing —
harmony. For that we should be thankful.
APPENDIX 4

why?

Technology

what is it?

terms

How

Economy

socially

politics

monetary

education

Smart schools

health

why
APPENDIX 5

Technology
↓
What is it
↓
definition

Aspects

Economy
- work harder
- get more money

Socially
- free time
  - Internet
  - Sports
  - traditional games?

Health
- medicine
  - more sickness
    - cureable
  - cardiovascular illness

Education
- computers
  - make life easy
  - flexible time table
Technology simply means the application of scientific concepts.

We can't deny the fact that technology has helped to lighten up our burden by simplifying our work. Besides that, technology has also securely established our work and increased the productivity of our country.

Technology certainly is changing the way we live and work from the aspect of politics. During the older days, a leader would have to discuss a problem with his people before he comes to a decision. But today, a leader is more concerned about the data and calculation shown in a computer before he comes to a decision. Any information or invitation which is to be sent to different countries is E-mailed compared to the olden days where we would send it through another person. Thus, technology has helped to send message or information from one country to another faster. However, the link from one country to another has become estranged as diplomatic linkage has become more technical as compared to the friendly link.

As we move on into the world of technology, our ways of living and working is also changing from the point of economy. Technology has changed us from a caring society to a materialistic society. This is because technology involves large amount of money and eventually causes up the cost of living. Technology has made a necessity of television, radio, computer and the Internet. Therefore, expenses increases from time to time in order to keep up with our lifestyle.

Besides that, housework such as washing clothes, sweeping, cleaning and others are no more a headache with the invention
Of washing machines, vacuum cleaners, dish washers and many others. However, all these things require a lot of money. But, as long as technology expands, people will try to get all these facilities to fulfill their dreams. In order to that, people work harder to increase their income.

Technology is also changing the way we live and work socially. Our hobbies have changed from recreational types to more intellectual types of hobbies. Today, most of us are most likely to spend our free time surfing the internet, playing video games, watching television or listening to the compared to the past where people preferred fishing and playing traditional games during their free time. Therefore, technology has changed us from a very friendly society to a very individualistic. In addition to that, technology also has made our society lose interests in sports because we prefer to spend our time with machines.

Next, Technology has also changed the way we live and work from the point of health. Various kinds of medicine and treatments have improved our health. Cases of people expiring without knowing their sickness is not common anymore. With the aid of modern technology, a sickness can be identified fast and most of these sickness can be cured. In addition to that, exercising machines allow us to exercise anytime, anywhere. This has reduced the number of people getting cardiovascular illness.

Technology is also changing the way we live and work from the aspect of education. Our education system is
Improving gradually with the help of computers and Internet. In the future, students will only have to bring a box of discs to school instead of books. Computers will not only make teaching and learning easier, but it will also minimize the time taken to finish up a work, thus allowing students to learn other skills.

Technology has a great impact in our society today. A civilization is known and remembered through its technology. As long as technology expands, it will keep on changing our lifestyle and simplifying our work. Thus, it is our responsibility to use our technology in a proper manner and we must try to be a more caring and sensitive society despite all the facilities we have.
APPENDIX 7

Extract from the Think Aloud Protocol Done by Sean

Ok...it is the same type of topic...like the B.M...never mind, the points are the same...let's see...Mmmm...technology...what does it mean...shall give a definition...scientific, perhaps...the other aspects...within the Malaysian context...Ok, how many paragraphs...the normal...five main points...I don't know...what about politics...social aspects...Mmmm...this is getting difficult...for the introduction I shall write about technology as it is...(reads it aloud)...this is getting difficult...Why can't things be easier...yes...politics, economy, social, health, money...