



**MAJLIS PENGETUA SEKOLAH MALAYSIA (MPSM)  
CAWANGAN KELANTAN**

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**SPM 2019**

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**BAHASA INGGERIS  
KERTAS 2**

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*UNTUK KEGUNAAN PEMERIKSA SAHAJA*

**SKEMA  
PEMARKAHAN**

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## MARKING SCHEME PAPER 2

### SECTION A

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

### SECTION B

- 16 ADOPT A PET PROGRAMME
- 17 KL Pet Lovers
- 18 3 hours / 8.30 am to 11.30 am
- 19 Lavender Hall (Kuala Lumpur)
- 20 Cats and dogs / Cats / Dogs
- 21 20<sup>th</sup> February 2019
- 22 vaccinated and neutered / vaccinated / neutered
- 23 screened
- 24 small children
- 25 03-40225188

## SECTION C

### Reading Comprehension

- 26 Kuala Lumpur (Line 4)
- 27 there were brighter students there / he had to burn the midnight oil /  
he had to make extra effort/ he had to work hard  
(choose any two)
- 28 a) doctor(s)  
b) committed/ dedicated/ hardworking  
(any acceptable answers)
- 29 a) not being able to handle patients (allow lifting Line 25-26)  
b) he was able to see the reality of life/ real life outside  
(any acceptable answers)  
c) 'being rampant' (Line 37)
- 30 Quality: patient/ committed/ dedicated  
(any acceptable answers)  
Reason: accept any possible answer which **supports the Quality**

## 31 SUMMARY CONTENT POINTS

1	tough learning ground (for him)
2	had to make the extra effort to keep up
3	(quickly) signed up to work as a houseman
4	the volume of activity
5	the <u>sheer</u> numbers of people involved
6	(began to face great trepidation and apprehensive about) not being able to handle patients
7	limited skills (he required back in medical school)
8	(this led to) outbreaks of <u>communicable</u> diseases
9	malaria being rampant <u>in the jungles</u>
10	health workers (on the other hand) had to work in the <u>remote</u> jungles
11	<u>limited</u> electricity
12	(and) water supply
13	the <u>only</u> mean of transport was by river

## LANGUAGE DESCRIPTORS FOR SUMMARY

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> <li>• There is a sustained attempt to rephrase the text language.</li> <li>• Allow phrases from the text, which are difficult to substitute.</li> <li>• Expression is secure.</li> </ul>	5	<ul style="list-style-type: none"> <li>• The language is accurate.</li> <li>• Any occasional slips or minor errors.</li> <li>• Very well organised and coherent throughout.</li> <li>• Marked ability to use original complex structures.</li> </ul>
4	<ul style="list-style-type: none"> <li>• There is noticeable attempt to rephrase the text.</li> <li>• The summary is free from stretches of concentrated lifting.</li> <li>• Expression is generally sound.</li> </ul>	4	<ul style="list-style-type: none"> <li>• The language is largely accurate.</li> <li>• Serious errors are not frequent although they are noticeable.</li> <li>• Well-organised and coherent in most parts.</li> <li>• Some ability to use original compound / complex structures.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Limited attempt to rephrase the text.</li> <li>• Intelligent and selective lifting. i.e. when groups of words are combined with own words.</li> <li>• Expression may not always be secure but the attempt to substitute will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>• The language is sufficiently accurate.</li> <li>• Serious errors are becoming more frequent.</li> <li>• Fairly well-organised and coherent in some parts.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Wholesale copying of text material, i.e. in chunks.</li> <li>• Attempts to substitute with own language will be limited to single word expression.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Meaning is not in doubt.</li> <li>• Frequent serious errors.</li> <li>• Poorly organised and lacks coherence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Irrelevant sections of the text may be present at this level.</li> </ul>		
1	<ul style="list-style-type: none"> <li>• Mindless lifting.</li> <li>• More or less a complete transcript of the text.</li> <li>• Originality barely noticeable.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Heavy frequency of serious errors, impeding the reading in many places.</li> <li>• Fractured syntax is much more pronounced at this level.</li> <li>• incoherent.</li> </ul>

### How to award marks for Language:

Example :

Paraphrase : 4 } 7/2  
 Use of English : 3 } = 3.5 → **4 marks**

**SECTION D**

32 a) white broderie anglaise shirt / pleated skirt / flat shoes

b) The grandmother was declining physically / her memory started to get worse / she was forgetting things / became forgetful

c) (Her) grandmother's / grandmother

d) Action : No

Reason : I think old people need to be surrounded by their loved ones, if not they would deteriorate mentally.

\*accept any reasonable answer (reason must support the action)

Novel (15 marks)

33 Content : 10 marks  
 Language: 5 marks  
 Total : 15 marks

BAND FOR MARKING QUESTION 33 (NOVEL)

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
9 - 10	<ul style="list-style-type: none"> <li>an <b>always relevant</b> response to the task</li> <li>almost always provides <b>detailed and well developed textual evidence</b></li> <li>maintains a <b>consistent and convincing</b> point of view</li> <li>students can <b>relate the characters with evidence</b> mentioned for them</li> </ul>	5	<ul style="list-style-type: none"> <li>accurate</li> <li>very well-organised</li> <li>easily understood</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>a <b>relevant</b> response to the task</li> <li>usually provides <b>textual evidence</b></li> <li>maintains a <b>consistent</b> point of view</li> <li><b>convincing</b> point of view and <b>with some development</b></li> <li>students can <b>relate the characters with some evidence</b></li> </ul>	4	<ul style="list-style-type: none"> <li>largely accurate</li> <li>well-organised</li> <li>easily understood</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>an <b>intermittently relevant</b> response to the task</li> <li>provides <b>little textual evidence</b></li> <li>point of view is <b>consistent in parts</b></li> <li>students can <b>relate the characters with little evidence</b></li> </ul>	3	<ul style="list-style-type: none"> <li>frequent errors but meaning is not in doubt</li> <li>fairly organised</li> <li>can be understood</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>a response of <b>very little relevance</b> to the task</li> <li><b>hardly any textual evidence</b></li> <li>point of view is <b>difficult to establish</b></li> <li><b>mere mention</b> of characters</li> <li>more towards <b>narration</b></li> </ul>	2	<ul style="list-style-type: none"> <li>some blurring in meaning</li> <li>poorly organised</li> <li>generally difficult to understand</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>shows <b>barely any understanding</b> of the requirement(s) of the task</li> <li>point of view is <b>not established</b></li> </ul>	1	<ul style="list-style-type: none"> <li>makes little or no sense at all</li> <li>lacks organisation</li> <li>difficult to understand</li> </ul>

Note: The mark of '0' should be awarded if

- the response is in a language other than English
- the response is not related to any of the novels

SKEMA PEMARKAHAN TAMAT