

**MODUL PENINGKATAN PRESTASI TINGKATAN 5**  
**TAHUN 2015**  
**MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)**

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**BAHASA INGGERIS**  
**KERTAS 1**  
**Satu Jam Empat Puluh Lima Minit**

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**MODUL 2**

**JANGAN BUKA MODUL INI SEHINGGA DIBERITAHU**

**Arahan**

1. *Modul ini mengandungi dua bahagian.*
2. *Jawab kedua-dua bahagian.*
3. *Anda dinasihatkan supaya mengambil masa 45 minit untuk menjawab soalan dalam Bahagian A dan 1 jam untuk menjawab soalan dalam Bahagian B.*

**Instructions**

1. *This module consists of two sections.*
  2. *Answer both sections.*
  3. *You are advised to spend about 45 minutes on Section A and 1 hour on Section B.*
- 

Modul ini mengandungi 3 halaman bercetak

SULIT

2

**Section A : Directed Writing****[35 marks]**

The Board of Librarians in your school recently visited the library at SMK Teluk Kanan. As the Head Librarian of the School you have been asked to write a report to the principal about your visit.

Use the following notes to write your report:

- Date
- Number of participants

**Special physical features**

- Mini museum
- Reading area
- Colourful murals
- Computer room

**Activities**

- Exhibition
- Book fair
- Story telling contest
- Monthly bulletin

When writing your report, you **must** :

- address your report to the Principal
- provide a title
- include your name
- use **all** the notes given
- suggest **two** ways to improve the library in your school

**Note:**

For your report, you will receive up to **15 marks** for the format and content points and up to **20 marks** for the quality of your writing.

*[Lihat halaman sebelah*

**Section B : Continuous Writing**

[50 marks]

*Write a composition of about 350 words on one of the following topics:*

- 1 A mistake I made.
- 2 What life would be without electricity.
- 3 Describe a great time you had with a friend on a journey.
- 4 Children must help their parents at home. Discuss.
- 5 'Two heads are better than one.'  
Describe how two people worked together to achieve success.

**KERTAS SOALAN TAMAT**

**SULIT**

**AUG  
2015**

**PEPERIKSAAN PERCUBAAN  
SIJIL PEPERIKSAAN MALAYSIA 2015**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS  
KERTAS 2**

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**MODUL 2**

1119/1  
1119/2

SULIT

OVERALL ASSESSMENT OF PAPERS 1 AND 2

PAPER 1

85 marks

PAPER 2

70 marks

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155 marks

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$$\text{PERCENTAGE} = \frac{\text{COMBINED TOTAL OF PAPERS 1 \& 2}}{155} \times 100\%$$

**PAPER 2****SECTION A**

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

**SECTION B**

- 16 Mohammad Nor Khalid
- 17 newspaper reporter
- 18 The Kampung Boy
- 19 more than 20 volumes
- 20 Fukuoka Asian Culture Prize
- 21 Datuk
- 22 promote social harmony and understanding through his cartoons
- 23 Town Boy
- 24 pen and ink.
- 25 three-loop noses (of the Malay characters)

- Note:**
- 1. **Initial capital is mandatory for question 16, 18, 20, 21 and 23**
  - 2. **Award '0' for spelling errors if the word is taken from the rubric.**

**SECTION C**

- 26 (a) *to see how far **they** could go in extreme temperatures / the allure of the unknown was too strong to be resisted*  
**Permissible Lifting for the 1<sup>st</sup> answer:** [We want to ..... conditions.] (lines 3-4)  
**Permissible Lifting for the 2<sup>nd</sup> answer:**[.....you could say ..... to be resisted.] (lines 4-5)  
 (The pronoun **we** should be changed to **they**)
- (b) not new / seasoned / have been used  
**No Permissible Lifting**
- 27 (a) wood or dried yak dung  
**Permissible Lifting:** [ .....everyone crowded .....in the dining hall.] (lines 28-29)
- (b) chit-chatted and played cards with their guides and porters  
**Permissible Lifting:** [We stayed .....until 8.00p.m] (lines 29-30)  
 (The pronoun **our** should be changed to **their**)
- 28 (a) trembling  
**No Permissible Lifting**
- (b) winter low season  
**Permissible lifting :** [ lodges were quiet during the winter low season]
- 29 (i) impatient / anxious  
 (ii) sad / eager  
 [Accept other reasonable answer]

30

Quality [1 mark]	Reason [1 mark]
<i>Love of a challenge</i>	<i>Because trekking in sub zero temperatures is difficult</i>
<i>Resilient</i>	<i>Because one must not give up</i>
<i>Passionate</i>	<i>Love mountain climbing</i>

Note :

- Accept any other reasonable answer.
- Reason should support the quality given.

**31 SUMMARY**

Content (C) (maximum 10 marks even if all the points are given)

Style and Presentation (L)

C : 10 marks

L : 5 marks

**Total : 15 marks**

**CONTENT POINTS**

- 1) heaps of research were done prior to departure
- 2) engaged a reliable guide
- 3) wore a layering of clothing
- 4) used (high-ankle waterproof) trekking shoes
- 5) donned two layers
- 6) crowded around the heat-radiating iron stove
- 7) laid sleeping bags with two layers/additional blankets
- 8) wore thermal hats to bed
- 9) wore warm socks to bed
- 10) refilled bottles with hot water
- 11) rolled the hot bottles inside of their sleeping bags  
[Award point 11 only if the bottles refer to the ones filled with hot water (point 10).]
- 12) snuggled into their cocoons
- 13) kept all electronic gadgets inside their sleeping bags
- 14) did not take their daily routine lightly / kept to their daily routine seriously



**SUMMARY: CRITERIA FOR STYLE AND PRESENTATION**

<b>Mark</b>	<b>PARAPHRASE</b>	<b>Mark</b>	<b>USE OF ENGLISH</b>
<b>5</b>	A sustained attempt to re-phrase text. Expression is secure. Allowance given for phrases / words lifted from text that are difficult to substitute.	<b>5</b>	Very occasional first draft slips. Language is accurate. Varied sentence structures. Use of original complex syntax. Punctuation and spelling accurate.
<b>4</b>	A noticeable attempt to re-phrase text. Free from stretches of concentrated lifting. Expression generally sound.	<b>4</b>	Language almost always accurate. Isolated serious errors. Some varied structures. Sentences may include original complex syntax. Punctuation and spelling nearly always accurate.
<b>3</b>	Intelligent and selective lifting. Limited attempts to re-phrase. Expression may not always be secure.	<b>3</b>	Language is largely accurate. Simple structures tend to dominate. Noticeable serious errors but not frequent. Sentences that show some varieties and complexities will generally be lifted from the text. Punctuation and spelling largely accurate.
<b>2</b>	Wholesale copying of text material, not a complete transcript of the original. Own language limited to single word substitution. Irrelevant sections more frequent.	<b>2</b>	More frequent serious errors but meaning never in doubt. Simple structures but accuracy not sustained. Simple punctuation and spelling of simple words largely accurate. Irrelevant or distorted details might destroy sequence in places.
<b>1</b>	More or less a complete transcript of the text. Random transcription of irrelevant parts of text.	<b>1</b>	Heavy frequency of serious errors. Fractured syntax. Poor punctuation and spelling. Errors impede reading.

**Note:**

$$\text{Mark for style and presentation (Language)} \quad \mathbf{L} = \frac{\text{Mark for P} + \text{Mark for UE}}{2}$$

$$\text{Example:} \quad \mathbf{L} = \frac{3 + 4}{2} = 3\frac{1}{2} = \mathbf{4}$$

**SECTION D**

- 32 (a) fertile / productive / healthy [1 mark]  
 (b) flower / bear flowers [1 mark]  
 (c) because of the slightest breeze [1 mark]  
 (d) Crop: paddy / oil palm / rubber [1 mark]  
 Reason: The weather is appropriate / Not much care needed [1 mark]  
**Accept any logical answer. Reason should support the crop given.**

33 **Guidelines for marking question 33**

- Response** - 10 marks ( Refer to the band descriptors for response)  
**Language** - 5 marks ( Refer to the band descriptors for language)

**RESPONSE (10 marks)**

<b>Score</b>	<b>Band Descriptors</b>
<b>9-10</b>	Response is relevant to the task specified and is well-supported with evidence from the text. Main and supporting ideas are relevant to the task specified. Ideas presented clearly, well-organised and easily understood.
<b>7-8</b>	Response is relevant to the task specified and is usually supported with evidence from the text. Main and supporting ideas are mostly relevant to the task specified. Ideas presented fairly clear, and easily understood.
<b>5-6</b>	Response is likely to be intermittently relevant to the task specified. The response is supported with some evidence from the text. Writing contains some ideas that are relevant to the task specified. Ideas presented generally clear and can be understood.
<b>3-4</b>	Response may be barely relevant to the task specified. The response is unlikely to have textual support. Writing barely contains ideas that may be relevant to the task specified. Ideas presented may be difficult to understand.
<b>0-2</b>	Has barely any understanding of the requirements of the task. Writes in a disorganized way. No coherence. Has no understanding of the task. Response provided in language other than English or no response.

**LANGUAGE (5 MARKS)**

<b>Score</b>	<b>Band Descriptors</b>
5	Apart from occasional slips, language is always accurate. Sentence structure is varied. Punctuation is accurate. Spelling is secure.
4	Language is almost always accurate. Unnoticeable serious errors may occur. Punctuation is accurate. Spelling is nearly always secure.
3	Language largely accurate. Simple structures tend to dominate. Noticeable serious errors may occur when more complex structures are attempted. Punctuation is largely accurate. Spelling is mostly secure.
2	Meaning is not in doubt. Serious errors become more frequent. Very simple structures used but accuracy is not sustained. Simple punctuation is usually correct. Spelling of simple words accurate. Irrelevant or distorted details destroy the sequence.
1	Heavy frequency of serious errors impedes reading. Fractured syntax is rampant. Punctuation falters. Spelling mostly inaccurate.



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**TAHUN 2015**  
**MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)**

**BAHASA INGGERIS**  
**KERTAS 2**  
**Dua Jam Lima Belas Minit**

**MODUL 2**

**JANGAN BUKA MODUL INI SEHINGGA DIBERITAHU**

**Arahan**

1. Modul ini mengandungi empat bahagian.
2. Jawab semua bahagian.
3. Anda dinasihatkan supaya mengambil masa 25 minit untuk menjawab soalan Bahagian A, 25 minit untuk Bahagian B, 50 minit untuk Bahagian C dan 35 minit untuk Bahagian D.
4. Soalan-soalan yang dikemukakan dalam modul ini mempunyai empat pilihan jawapan.
5. Tandakan jawapan Bahagian A pada kertas jawapan yang disediakan di muka surat 17.

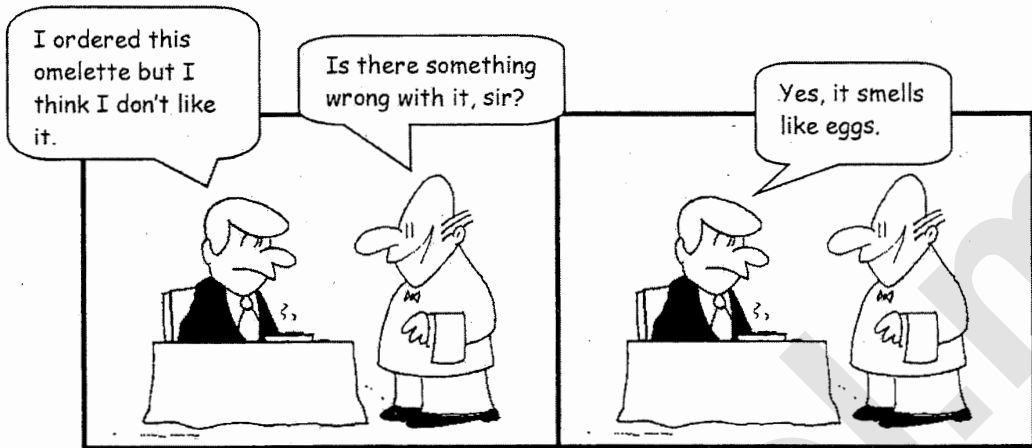
**Instructions**

1. This module consists of four sections.
2. Answer all sections.
3. You are advised to spend about 25 minutes on Section A, 25 minutes on Section B, 50 minutes on Section C and 35 minutes on Section D.
4. Questions in this module have four options.
5. Mark your answers for Section A on the answer sheet on page 17.

Examiner's Code		
Section	Marks	
A	15	
B	10	
C	25	
D	20	
Total	70	

## Section A

[15 marks]



- 1 The customer can be described as being
- A innocent.
  - B ignorant.
  - C unaware.
  - D illiterate.

### At the helm on the high seas

LANGKAWI: She is petite but 26-year-old Captain Norhaslinda Yunus harbours big ambitions in life. Capt Norhaslinda who has been navigating sea-going vessels from a young age, is one of the few slowly **cracking the glass ceiling** in the profession long dominated by men.

Capt Norhaslinda is the captain of UMT RV Discovery, a 300-tonne, 35m-long research vessel (RV) belonging to University Malaysia Terengganu.

- 2 From the report above, the phrase **cracking the glass ceiling** is used because she
- A overtook the men in sailing.
  - B was steering ships from very young.
  - C broke the barrier monopolised by men.
  - D believed that some jobs are only for men.

<p><b>KEDAH MONTHLY</b> The Pulse of Kedah</p> <p><b>A magazine that brings you well-researched articles</b> <b>Don't wait any longer. Become a subscriber today!</b></p>	
<p>Yes! I would like to subscribe to Kedah Monthly.</p> <ul style="list-style-type: none"> <li>• Half year save 10% off newsstand price</li> <li>• 1 Year save 20% off newsstand price</li> </ul>	<p><b>BENEFIT FOR SUBSCRIBERS</b></p> <ul style="list-style-type: none"> <li>• Free shipping and handling</li> <li>• Invitation to events</li> <li>• Discounted rates on advertising</li> </ul>
<p><b>SUBSCRIBE ONLINE TODAY!!!</b></p>	

- 3 Subscribers to Kedah Monthly,
- A can save money if they order 4 issues.
  - B will receive it without paying postage.
  - C must get their copy from the newsstand.
  - D have to post articles through the magazine.

PUTRAJAYA: "Construction sites found breeding Aedes mosquitoes will be ordered to close for two months for clean-up work." Health Minister Datuk Seri Dr S Subramaniam said.

He said the ministry was enforcing the maximum closure period because construction sites which allowed Aedes mosquitoes to breed were responsible for the high incidence of dengue cases in the country. Dr Subramaniam said contractors would have to show proof to the health authorities that the sites were being cleaned up during the closure period.

"Only when the officers are satisfied that the sites no longer breed Aedes mosquitoes, can they resume work." he told reporters.

- 4 Which of the following statements is true?
- A Most construction sites did not pay heed to cleanliness.
  - B The officers are partly responsible for the increase in dengue cases.
  - C Construction sites with Aedes larvae must stop work for two months.
  - D Health authorities will help the contractors during the clean-up period.

[Lihat halaman sebelah

We are seeking the **unsung heroes** of education. If you have a teacher who makes you love to learn or a lecturer who makes you want to be a teacher too, share your story with us. Or, perhaps you've left your school or college days behind but can remember someone from that time who has greatly influenced your life's journey, please do provide pictures and the person's full name, contact details, as well as your own and send it all to [educate@thestar.com.my](mailto:educate@thestar.com.my).

- 5 The phrase **unsung heroes** refers to educators who
- A are not around today.
  - B left the teaching profession.
  - C fought for the country in the 50's.
  - D are neither recognized nor honoured.

### FLYING HIGH

The Social Media team of Malaysian Airlines has produced a short film called *Terbang* to represent the strong human spirit and Malaysian value of continuing to fly high in the face of adversity. Accompanying the short film is a catchy and beautiful tune called *Langit*, specially written by Malaysian singer-songwriter Yuna, who is also Malaysian Social Media Ambassador.

- 6 From the article above, how can you describe Malaysians?
- A enthusiastic
  - B courageous
  - C resilient
  - D creative

Cinnamon contains substance that can protect cells against damage caused by harmful free radicals. New studies suggest that cinnamon may also help regulate blood glucose levels. This spice also helps satiate cravings for added sugar as it already has sweetish notes. Simply add a dash of cinnamon to your morning coffee or oatmeal for sugar-free sweet satisfaction.

- 7 From the article above, we can conclude that cinnamon
- A satisfies our longing for sugar.
  - B lessens our appetite for food.
  - C increases our love for sugar.
  - D reduces sugar level in our blood.

“If your kids are sleep-deprived, power nap of 5-15 minutes can help improve alertness and performance for about 2 hours immediately after the naps.” says Dr Tang. However, discourage them from taking long naps or evening naps – they disrupt sleep patterns making it difficult to fall asleep at night.

- 8 According to Dr Tang
- A long naps can exceed two hours.
  - B every child should have a short nap.
  - C power naps increase our attentiveness.
  - D evening nap is good for those who lack sleep.

[Lihat halaman sebelah



Questions 9 – 15 are based on the following passage.

Fishmonger Mohd. Talib is over the moon he can be mobile again, thanks to a motorcycle and sidecar 9 to him from the Ministry of Rural and Regional Development.

Mohd. Talib had been a fisherman for 28 years before he was 10. The 55-year-old living in Penang lost his left leg 11 the knee down four years ago to diabetes and had been relying upon public to deliver seafood to him. “My wife and daughter help me cart the fish and I have to depend on supplies to be delivered to 12.” he said.

“With the sidecar, I will be able to hang out in the evening and gather the 13 of the day myself.” He said he had to toil 14 the RM150 he receives monthly from the Social Welfare Department was not sufficient to cover his bills.

GiatMara (an agency under the Ministry of Rural and Regional Development) Penang deputy director Harun Radzi said the motorcycle, sidecar, two ice boxes and two umbrellas worth over RM9,000 15 handed out to Mohd Talib. We also granted entrepreneurship and basic accounting courses for him.” he said.

(Adapted from the *Star*, March 2014)

- |    |  |    |                                      |
|----|--|----|--------------------------------------|
| 9  | A give<br>B gave<br>C gives<br>D given                 | 13 | A take<br>B catch<br>C win<br>D grab |
| 10 | A disabled<br>B wounded<br>C paralyzed<br>D humiliated | 14 | A as<br>B and<br>C on<br>D but       |
| 11 | A at<br>B on<br>C with<br>D from                       | 15 | A is<br>B are<br>C was<br>D were     |
| 12 | A me<br>B her<br>C them<br>D myself                    |    |                                      |

**Section B**

[10 marks]

**Questions 16 – 25**

Read the article below and use the information given to complete the following task.

Datuk Mohammad Nor Khalid, or known as Lat, was born on 4 March 1951. He is a Malaysian cartoonist. Winner of the Fukuoka Asian Culture Prize in 2002, Datuk Lat has published more than 20 volumes of cartoons since he was 13 years old. His works mostly illustrate Malaysia's social and political scenes, portraying them in a comedic light without bias.

Lat's best known work is *The Kampung Boy* (1979), which is published in several countries across the world. In 1994, the Sultan of Perak bestowed the honorific title of Datuk on Lat, in recognition of the cartoonist's work in helping to promote social harmony and understanding through his cartoons.

He was 12 years old when he achieved his first published comic book, *Tiga Sekawan* (Three Friends Catch a Thief). After failing to attain the grades that were required to continue education beyond high school, Lat became a newspaper reporter. In 1974, he switched careers to be an editorial cartoonist. His works, reflecting his view about Malaysian life and the world, are staple features in national newspapers such as *The New Straits Times* and *Berita Minggu*. He adapted his life experiences and published them as his autobiographies, *The Kampung Boy* and *Town Boy*, telling stories of rural and urban life with subtle comparisons between the two.

He has, however, come into his own way of illustration, drawing the common man on the streets with bold strokes in pen and ink. A trademark of his Malay characters is their three-loop noses.

[Lihat halaman sebelah

Using the information from the article, write short answers in the space provided.

Birth Name  
16 .....

First job  
17 .....

Internationally acclaimed book  
18 .....

Number of Publications  
19 .....

Award  
20 .....

Title conferred  
21 .....

Positive impact his works have on the people  
22 .....

Name of autobiography featuring city life  
23 .....

Drawing materials normally used  
24 .....

Distinctive characteristic in his drawings  
25 .....

## Section C

[25 marks]

Questions 26 – 31 are based on the following passage.

- 1 The word winter sends chills down many Malaysian spines. Call us stubborn or determined, five of us Malaysians pushed ahead on an incredible adventure towards Everest Base Camp in Nepal last December. We want to challenge ourselves and see how far we could go in extreme conditions. What made us do it? Well, you could say the allure of the unknown was too strong to be resisted. 5
- 2 Heaps of research were done prior to departure to ensure that we were not kidding ourselves with our persistence. During our trek we had remarkably beautiful and clear weather. However, one can never predict the weather. There was one day when we had significant snow and rain all in a day's trek, forcing us to suit up in gaiters and raincoats. According to our guide from Nepal, changes in the clouds and winds will indicate the likelihood of snow. For amateur trekkers like us, we engaged a trustworthy guide for our trek to prepare for times like this. 10
- 3 During the day, we donned two layers – a base layer and a fleece top – while a thicker fleece jacket, windbreaker and gloves were on standby in our day packs. The key to keeping warm and comfortable was the layering of clothing. We used high-ankle waterproof trekking shoes and had no issues on the various terrains be it mud, snow or ice. Of course, we had our trekking boots **broken into** prior to trekking to avoid blistering sores. 15
- 4 The greatest concern in winter is the cold. Coming from tropical Malaysia, subzero temperatures are seriously no joking matter. In the daytime, with the strong sun at this high altitude and cloudless skies, trekking was pleasant and enjoyable. We only felt chilly whenever we stepped into the shade or when winds were particularly strong on exposed plains. Otherwise, the exertions of trekking generated more than enough heat to keep our bodies warm. 20
- 5 But, as soon as the sun set at about 5.30 p.m., it was a different story altogether. Temperatures started to plummet, especially at altitudes of 3000 metres and above, to a range of about  $-15^{\circ}\text{C}$  to  $-30^{\circ}\text{C}$  outdoors. Upon arrival at the lodges at each village, everyone crowded around the heat-radiating iron stove fuelled by wood or dried yak dung in the dining hall. We stayed to chit-chat and play cards with our guides and porters until 8.00 p.m. before taking the ultimate challenge of retiring to our freezer bedrooms. 25
- 6 The lodge bedroom basically retained heat from the only source available – humans. Every day, after arriving at our lodges, we made sure to make up our beds before nightfall to avoid scrambling through things with trembling hands at bedtime. Sleeping bags were laid on beds with at least two layers of blankets on top. As lodges were quiet during the winter low season, there were no problems getting additional blankets for extra warmth. When sleeping, we wore thermal hats and warm socks as we tend to lose heat easily from the head and feet. 30
- 7 Before leaving the dining hall, we always asked the caretaker to refill our bottles with hot water which we then rolled around the insides of our sleeping bags to 40

[Lihat halaman sebelah

warm them up. The process may sound troublesome, but within minutes of snuggling into our cocoons, it got sufficiently warm for a good night's sleep.

8 It was also important to keep all electronic gadgets together inside the sleeping bags as the lifespan of batteries is greatly reduced in such cold temperatures. One night, I left my fully charged mobile phone on the bedside table and come morning, the battery power was halved. 45

9 "It's not the mountain we conquer, but ourselves." Sir Edmund Hillary's words ring very true. The routine of waking up, packing, eating, setting off, walking and walking, eating, more walking, unpacking, eating, cleaning up, sleeping and then repeating this for 14 days cannot be taken lightly. Every day, we were ticking off the days left on the treks but now that it is over, how we wished we were back on the trails. 50

(Adapted from *The Star*, March 2015)

26 (a) From paragraph 1, besides challenging themselves, why did the narrator and his friends decide to climb Everest?

..... [1 mark]

(b) From paragraph 3, what do the words **broken into** tell us about the boots?

.....[1 mark]

27 From paragraph 5,

(a) how was the fire kept burning?

.....[1 mark]

(b) how did the trekkers spend the night before they went to bed?

.....[1 mark]

28 From paragraph 6,

(a) which word shows the trekkers were extremely cold?

.....[1 mark]

(b) why were there not many guests at the lodge?

.....[1 mark]

29 'Every day, we were ticking off the days left on the treks but now that it is over, how we wished we were back on the trails.'  
 From paragraph 9, based on the sentences above, state the trekkers' feelings while trekking and after it was over?

While trekking:..... [1 mark]

After trekking :..... [1 mark]

30 In your opinion, state one quality that trekkers should have to conquer Everest. Provide a reason to support your answer.

Quality : ..... [1 mark]

Reason : ..... [1 mark]

31 Based on the passage given, write a **summary** on:

- what the trekkers did to face the extreme weather

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must

- be in continuous writing (not in note form)
- use materials from **lines 6 – 50**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

*Considering the extreme cold weather in Everest, the trekkers did ...*

[15 marks]

.....

.....

.....

.....

.....

.....

.....

.....

[Lihat halaman sebelah



Section D

[20 marks]

32 Read the poem below and answer the questions that follow.

We have neither Summer nor Winter  
 Neither Autumn nor Spring.  
 We have instead the days.  
 When the gold sun shines on the *lush green canefields* –  
 Magnificently.  
 The days when the rain beats like bullets on the roofs  
 And there is no sound but the swish of water in the gullies  
 And trees struggling in the high Jamaica winds.  
 Also there are the days when leaves fade from off guango trees  
 And the reaped canefields lie bare and fallow to the sun.  
 But best of all there are the days when the mango and the logwood *blossom*  
 When bushes are full of the sound of bees and the scent of honey,  
 When the tall grass sways and *shivers* to the slightest breath of air,  
 When the buttercups have paved the earth with yellow stars  
 And beauty comes suddenly and the rains have gone.

H.D. Carberry

- (a) What does the phrase *lush green canefields* tell us about the land?  
 ..... [ 1 mark]
- (b) What does the word *blossom* mean?  
 ..... [ 1 mark]
- (c) Why do you think the poet uses the word *shivers* to describe the grass?  
 ..... [ 1 mark]
- (d) What other crop would you grow in Jamaica and why?  
 Crop : ..... [ 1 mark]  
 Reason : ..... [ 1 mark]

[5 marks]









## ANSWER SHEET FOR SECTION A

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)

Examiner's Code		
Section	Marks	
A	15	
B	10	
C	25	
D	20	
Total	70	

**SULIT**

**AUG  
2015**

**PEPERIKSAAN PERCUBAAN  
SIJIL PEPERIKSAAN MALAYSIA 2015**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS**

**KERTAS 1**

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**MODUL 2**

1119/1  
1119/2

SULIT

OVERALL ASSESSMENT OF PAPERS 1 AND 2

PAPER 1

85 marks

PAPER 2

70 marks

---

155 marks

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$$\text{PERCENTAGE} = \frac{\text{COMBINED TOTAL OF PAPERS 1 \& 2}}{155} \times 100\%$$

**PAPER 1****SECTION A – DIRECTED WRITING****Maximum Marks**

Content	15 marks
Language	20 marks

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**Total      35 marks**

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**Detailed Marking Instructions**

FORMAT	3 MARKS
CONTENT	12 MARKS
LANGUAGE	20 MARKS

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**TOTAL                      35 MARKS**

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<b>Format:</b>	3 Marks	F1	Addressed to the principal	1 mark
		F2	Title of the report	1 mark
		F3	Name	1 mark
<b>Content:</b>	12 Marks	C1	Date	1 mark
		C2	Number of participants	1 mark
		C3	Mini museum	1 mark
		C4	Reading area	1 mark
		C5	Colourful murals	1 mark
		C6	Computer room	1 mark
		C7	Exhibition	1 mark
		C8	Book Fair	1 mark
		C9	Story telling contest	1 mark
		C10	Monthly bulletin	1 mark
		C11	Way to improve 1	1 mark
		C12	Way to improve 2	1 mark
<b>Language:</b>	20 Marks		Refer to the criteria for marking language	

**DIRECTED WRITING: CRITERIA FOR MARKING LANGUAGE**

<b>Mark Range</b>	<b>Description</b>
<b>A 19 – 20</b>	Language accurate with maybe occasional first draft slips. Varied sentence structures in length and type. Some apt sophisticated vocabulary. Punctuation and spelling accurate. Paragraphs well-linked and show unity. Style and tone appropriate.
<b>B 16 – 18</b>	Language almost always accurate. Errors arise because of attempt to use more ambitious structures. Varied sentence structures. Wide vocabulary and spelling nearly always accurate. Paragraphs appropriately linked. Style and tone generally appropriate.
<b>C 13 – 15</b>	Language largely accurate. Simple structures used without errors. Mistakes may occur when more sophisticated structures are attempted. Adequate vocabulary. Punctuation generally accurate. Paragraphs show some unity. Style and tone fairly appropriate.
<b>D 10 – 12</b>	Language sufficiently accurate. Meaning comes through clearly. Patches of clarity seen when simple structures used. Mistakes creep in when complex structures are attempted. Adequate vocabulary but not so apt. Spelling errors when difficult words used. Inappropriate linkers may be used. Style and tone not always appropriate.
<b>E 7 – 9</b>	Sufficiently frequent errors hamper speed of reading but meaning never in doubt. Some simple accurate structures but accuracy not sustained. Limited vocabulary. Correct spelling of simple words. Paragraphs lack unity and incorrect use of linkers. Style and tone may not be appropriate.
<b>U(i) 4 – 6</b>	Frequent, serious errors but meaning fairly clear. High incidence of errors impedes reading. A few simple structures used accurately. Limited vocabulary. Frequent spelling and punctuation errors. On the whole lacks planning. Style and tone inappropriate.
<b>U(ii) 2 – 3</b>	Multiple errors that make the reader re-read and reorganise before meaning becomes clear. Whole sections may make little or no sense. Hardly any accurate sentences, maybe one or two. Vocabulary very limited.
<b>U(iii) 0 – 1</b>	Almost impossible to recognise as pieces of English. May make no sense at all. <b>'0' is awarded only when no sense at all from beginning to end.</b>



**Section B : Continuous Writing****Maximum : 50 marks****CRITERIA FOR ASSESSMENT**

<b>Grade</b>	<b>Mark Range</b>	<b>Descriptors</b>
<b>A</b>	<b>44 – 50</b>	Language entirely accurate. Maybe occasional first draft slips. Varied sentence structures in length and type. Vocabulary wide and apt. Punctuation and spelling accurate. Paragraphs well-planned and well-linked. Topic addressed with consistent relevance. Interest aroused and sustained throughout.
<b>B</b>	<b>38 – 43</b>	Language accurate. Occasional errors are either minor or first draft slips. Vocabulary wide and used quite aptly. Sentences show some variation. Punctuation accurate. Spelling almost always accurate. Paragraphs show some planning. Interest aroused and sustained throughout most of the composition.
<b>C</b>	<b>32 – 37</b>	Language largely accurate. Accurate simple structures but errors may occur when more sophisticated structures are attempted. Vocabulary wide but not so apt. Tendency to use one type of structure giving a monotonous effect. Correct spelling of simple words but errors occur when spelling difficult words. Paragraphs may show some unity but links may be absent. Interest aroused but not sustained.
<b>D</b>	<b>26 – 31</b>	Language sufficiently accurate. Meaning clear. Patches of clarity when simple vocabulary and structures are used. Some varieties of sentence type and length. Adequate vocabulary. More spelling errors will occur. Paragraphs lack unity and planning. Composition lacks liveliness and interest value.
<b>E</b>	<b>20 – 25</b>	Meaning never in doubt but errors hamper reading. Simple structures may be accurate. Limited vocabulary. Frequent mistakes in spelling and punctuation. Paragraphs lack unity. Partial treatment of subject matter.
<b>U(i)</b>	<b>14 – 19</b>	Limitation of subject matter due to lack of linguistic skills. Meaning fairly clear. Many serious errors, mainly of one-word type. Communication established but errors may cause blurring. Sentences simple and often repetitive. There may be no paragraphs.
<b>U(ii)</b>	<b>8 – 13</b>	Errors multiple in nature, requiring the reader to read and re-read before being able to understand. High incidence of error makes meaning blur. Maybe short of required number of words. Able to get some sense.
<b>U(iii)</b>	<b>0 – 7</b>	Script almost entirely impossible to read. Full of multiple-word errors. Whole sections may make little or no sense. Where occasional patches of clarity occur, marks should be awarded. <b>“0” is awarded only if no sense at all from beginning to end.</b>