



BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN

PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2015  
PERCUBAAN SIJIL PELAJARAN MALAYSIA

BAHASA INGGERIS

Kertas 1

1 jam 45 minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan:

1. Kertas ini mengandungi dua bahagian: **Bahagian A** dan **Bahagian B**.
2. Jawab kedua-dua bahagian.
3. Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan 60 minit untuk **Bahagian B**.

Instructions:

1. This question paper consists of two sections :  
**Section A** and **Section B**.
2. Answer **both** sections.
3. You are advised to spend 45 minutes  
on **Section A** and 60 minutes on **Section B**.

For Examiner's Use		
Section	Total	Marks
A	35	
B	50	
TOTAL	85	

Kertas soalan ini mengandungi 3 halaman bercetak.

**Section A: Directed Writing**

[35 marks]

[Time suggested: 45 minutes]

The Form Five Scout members of your school would like to go on a camping trip after their examination. As the secretary of the uniformed body, write a **letter** to the Principal to ask permission to go camping. Using the information below, write your letter.

- Rimba Maya Camp Site
- accompanied by teachers
- activities; pitch tents
- cook meals
- camp fire
- jungle-trekking
- nature study
- survival skills
- leadership and teamwork
- keep camp site clean

When writing the **letter**, you must:

- lay out the letter correctly (addresses, date, salutation, title, closing)
- use **all** the points given
- suggest **two other** ways scout members can benefit from the camp

**Note:**

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

**Section B: Continuous Writing**

[50 marks]

*[Time suggested: One hour]*

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

- 1 Describe your favourite holiday destination and how you felt about it.
- 2 Does wealth guarantee good life? Discuss.
- 3 How has science contributed to society?
- 4 Write a story about how thankful you were to your neighbour, ending with:  
“... no words could describe how grateful I was.”
- 5 ‘Where there’s a will there’s a way.’  
Describe how determination and hard work helped a friend achieve his dreams.

**KERTAS SOALAN TAMAT**



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BAHASA INGGERIS

Kertas 2

2 jam 15 minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan:

1. Tulis **nama dan kelas** anda pada ruang yang disediakan.
2. Kertas soalan ini mengandungi empat bahagian:  
**Bahagian A, Bahagian B, Bahagian C dan Bahagian D.**
3. Jawab **semua** bahagian dalam kertas soalan ini.
4. Soalan-soalan dalam **Bahagian A** mempunyai **empat** pilihan jawapan.  
Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 18.

Instructions

1. Write your **name and class** in the space provided.
2. This question paper consists of four sections:  
**Section A, Section B, Section C and Section D.**
3. Answer **all** sections in this question paper.
4. Questions in Section A have **four** options.  
Answer each question by blackening  
the correct space on page 18.

<i>For Examiner's Use</i>		
Section	Total	Marks
A	15	
B	10	
C	25	
D	20	
TOTAL	70	

Kertas soalan ini mengandungi 17 halaman bercetak.

## SECTION A

[15 marks]

[Time suggested: 25 minutes]

**WELCOME TO MALAYSIA FEST '15****September 1 - 17**

An annual festival to showcase Malaysia to both local and foreign tourists. Organised by the Ministry of Culture, Arts and Tourism through the Malaysian Tourism Promotion Board. Official launch at the National Museum.

Highlights:

- Arts and Crafts Exhibition
- Traditional Food Fair
- Traditional Asian Games
- Cultural Performances

- 1 According to the poster above, the main aim of Malaysia Fest '15 is to
- A publicise Malaysian culture and tradition
  - B showcase made in Malaysia products
  - C highlight Malaysia to foreign tourists
  - D promote tourism in Malaysia

My roommate was excitedly making great plans for a mountain climbing excursion. I did not want to pour cold water on her plans but had to remind her that it had been raining almost every day for the past week and it would be impossible to proceed with the excursion

- 2 The phrase *to pour cold water* in the extract means to
- A criticise
  - B condemn
  - C discourage
  - D disappoint




**TRAMATHOLATE**

- Apply on area of muscle ache
- For external use
- Has no oily feeling
- No allergic skin reaction

6 The following are advantages of Tramatholate **except** it

- A is greasy
- B can be used externally
- C helps to reduce muscle ache
- D does not cause any skin rash



Shoestring Travel gives you tips on how to have the best holiday of your life without having to pay the world. This travelogue entertains and educates viewers on having a great time while travelling on a shoestring budget.

7 The travel programme above is about

- A paying less for more
- B various tourists bargains
- C having the holiday of your life
- D educating the viewers on travelling

**Make Crossing Safer For Pedestrians**

I hope the authorities will make the pedestrian crossing at the Sri Petaling traffic lights safe for us to use when crossing the road. Many times when the pedestrian crossing light is green and the traffic lights are red, cars still zoom past. This makes it too dangerous to cross the road even though the light is green. We have to watch for oncoming cars before trying to cross. We hope something is done before it is too late as many senior citizens and children use this pedestrian crossing.

CK EWE  
Kuala Lumpur

- 8 The extract above is a complaint about
- A the pedestrian traffic lights at Sri Petaling
  - B the dangers of crossing the road at traffic lights
  - C vehicles not stopping at pedestrian crossing lights
  - D the use of the pedestrian crossing by senior citizens and children



Questions 9-15 are based on the following passage. Choose the best answer to fill in each blank.

It was a harrowing experience for Shukur when his boat sank after a thunderstorm. He was adrift in the open sea for 29 hours 9 a huge wave damaged the boat he was in. He said that the life-jacket he was wearing probably helped 10 his life. He added that without it, he would have drowned as he could not move his legs after being 11 by jellyfish. The most frightening moment was when darkness fell. He could not see where he was heading to and he just resigned 12 to God. What he experienced during the night was nothing compared to what he discovered the next morning. He 13 by sharks. Death was literally staring at him as he saw the shark's fins encircling him in the water. He felt numbed and remained 14 as long as he could while praying to God to save him from the 15. He did not know when the sharks left him.

- 9    A    when  
      B    after  
      C    while  
      D    before

- 10   A    save  
      B    saves  
      C    saved  
      D    saving

- 11   A    sting  
      B    stung  
      C    to sting  
      D    stinging

- 12   A    it  
      B    him  
      C    itself  
      D    himself

- 13   A    surrounded  
      B    surrounding  
      C    was surrounded  
      D    was surrounding

- 14   A    still  
      B    steal  
      C    silent  
      D    strong

- 15   A    experience  
      B    adventure  
      C    encounter  
      D    ordeal

**Section B**

[10 marks]

[Time suggested : 25 minutes]

**Questions 16 – 25**

Read the following advertisement and answer the questions that follow.

### AN INDOOR RAMADAN BAZAAR

This Ramadan, Klang Valley folks are in for a treat. They can sample a taste of bazaar food indoors and enjoy it in a cool and relaxed setting.

Vasco's in Hilton, KL has a Ramadan buffet which will appeal to patrons who enjoy Malay cuisine from different states in a kampong-style ambiance complete with bazaar stalls located in the restaurant.

Chef Faisal and his team said that more than 150 dishes will be available in a rotational menu with 80% representing kampong-style fare. Classic Malay sought after dishes like Simmered Catfish in fermented durian coconut gravy, blue coloured rice served with its traditional condiments and many more mouth-watering dishes can be found during this special month.

A ghazal group flown in straight from Johor, will serenade patrons as they enjoy the food.

As no meal is complete without desserts, diners can look forward to a stretch of Malay desserts as well as some unique favourite Malay *kuih* and delicacies.

Vasco's Ramadan buffet comes at RM98.00 nett per adult with a RM30.00 discount for children under 12. Senior citizens above 55 will be charged half the price of adult. There will be special offers on the first and last three days of the fasting month where patrons will be treated to discount vouchers and Hari Raya mystery gifts.



www.shutterstock.com - 7487620

VASCO'S, HILTON KL,  
3, Jalan Stesen Sentral,  
Kuala Lumpur  
Tel : 03-22642264  
Business hours :  
Daily, 6 a.m. to midnight

Adapted from The Star, June 2015

**Questions 16 – 25**

Using the information from the advertisement, complete the table below.

<b>AN INDOOR RAMADAN BAZAAR</b>		
<b>Location</b>	16 .....	
<b>Entertainment</b>	17 .....	
<b>Local Menu</b>	18 .....	
	19 .....	
	20 .....	
<b>Opening Hours</b>	21 .....	
<b>Price</b>	<b>Children under 12</b>	22 .....
	<b>Senior Citizens</b>	23 .....
<b>Special Offer</b>	<b>When</b>	24 ..... .....
	<b>What</b>	25 ..... .....

[10 marks]

**Section C**

[25 marks]

[Time suggested : 50 minutes]

Questions 26 – 31 are based on the following passage.

Jasmin goes to her grandmother's house in the *kampung*.

- 1 Jasmin awoke to the twittering and chattering of birds outside. Looking around, she realized where she was and an overwhelming sadness engulfed her. This was a room in her grandmother's house in the *kampung*, the house in which she had grown up. Her grandmother had looked after her from the time she was a baby. When she was three months old her mother left her with her grandmother and went to join her father who was studying overseas. Jasmin's parents wanted her to come and live with them but she was not keen to do so as she was still very much attached to her grandmother. Her parents allowed her to stay on in the *kampung*. They did not want to upset her as she was happy in the *kampung* school and she was doing well there. 5
- 2 When Jasmin was in year six of primary school, her younger sister was born. Her parents thought that it was important for the two sisters to be together and so Jasmin went to live with them after she completed her primary school. She adjusted easily to her new secondary school and she was pleased to have a baby sister to look after and play with. She wished that her grandmother would join her family, but the old lady preferred to stay by herself in her own house. Jasmin visited her grandmother during the school holidays. 10 15
- 3 Jasmin sat up slowly and glanced at her sister beside her who was still asleep. Quietly she rolled up the *mengkuang* mat on which she had lain and put it away behind the clothes rack. She took her towel from the rack and moved towards the door. The wooden floorboards creaked slightly as she stepped into the living room. It was bare except for a cardboard box in one corner. There was something in that box that once belonged to her grandmother and which was now hers. It was a *tepak sireh*. Jasmin's parents had asked her to choose something from the house as a memento. Jasmin's eyes blurred with tears. Her grandmother had passed away of a heart attack four months ago. 20 25
- 4 Jasmin opened the kitchen door that led into the compound. She was going to the bathroom. There was a well in the bathroom. Before the availability of piped water, the well served all their domestic purposes. Wanting to feel the cool well water on her face again, she lowered the pail into the well and expertly pulled up the attached rope. There it was – a pail full of refreshing ground water for her. She remembered that it had been her duty to draw water from the well every evening to water the potted plants that her grandmother had arranged neatly in front of the house. 30
- 5 Emerging from the bathroom, Jasmin strolled around the old house – for the last time, and with a heavy heart. It was a traditional Malay house, built on posts above the ground. The raised floor kept dampness away and the spaces between the floor planks provided good ventilation. Jasmin used to play with her childhood friends in the space beneath the house. At that time they were small enough to stand beneath the 35

house without having to stoop. They whiled away the hours playing *congkak* or *batu limbang*. 40

- 6 Jasmin walked past the verandah with its large windows. She rounded the corner and noticed the front bedroom windows were open. Apparently, her parents were awake. She went back into the kitchen. Her mother was preparing breakfast. They were returning home later in the morning after handing over the house to its new owner. Jasmin's father who inherited the house decided to sell it. 45

- 7 After breakfast, they loaded some things into the car and waited for Encik Adam, the new owner, to arrive. Jasmin's sister was impatient to get back to their own home whilst Jasmin longed to linger at that old house for a few more hours. Encik Adam arrived punctually at the appointed time. Jasmin's father gave him the house key. They chatted for a while and then Jasmin and her family got into the car for the journey back to home. As they drove away, Jasmin looked back at the old house and bade a silent farewell to her childhood. 50

- 26 From paragraph 1,

(a) which word means "to be plunged into something"?

..... [1mark]

(b) why was Jasmin left in the care of her grandmother?

..... [1mark]

(c) Jasmin's parents decided to allow her to stay on with her grandmother.  
Give **two** reasons for their decision.

i. .... [1mark]

ii. .... [1mark]

- 27 From paragraph 2, what event prompted Jasmin's return to her parents?

..... [1mark]

- 28 From paragraph 4, what purpose did the well serve after the installation of piped water?

..... [1mark]

29 From paragraph 5, what are the advantages of building a house on posts?

(a) ..... [1mark]

(b) ..... [1mark]

30 In your opinion, why do you think Jasmine wanted to linger at the old house for a few more hours?

.....  
..... [2 marks]

31 Jasmin recalled her childhood days at her grandmother’s house.

Write a summary on :

- **what she did that morning**
- **what she remembered about the house**

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 form (not note form)
- use materials **from line 17 to line 43**
- must not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

*Jasmin slowly sat up and glanced at her sleeping sister ...*

[15 marks]

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**Section D**

[20 marks]

[Time suggested: 35 minutes]

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

**Are You Still Playing Your Flute?**

Are you still playing your flute?  
When there is hardly time for our love  
I am feeling guilty  
To be longing for your song  
The melody concealed in the slim hollow of the bamboo  
Uncovered by the breath of an artist  
Composed by his fingers  
Blown by the wind  
To the depth of my heart.

Are you still playing your flute?  
In the village so quiet and deserted  
Amidst the sick rice field  
While here it has become a luxury  
To spend time watching the rain  
Gazing at the evening rays  
Collecting dew drops  
Or enjoying the fragrance of flowers.

Are you still playing your flute?  
The more it disturbs my conscience  
to be thinking of you  
in the hazard of you  
my younger brothers unemployed and desperate  
my people disunited by politics  
my friend slaughtered mercilessly  
this world is too old and bleeding

**Zurinah Hassan**

(a) In stanza 1, which word in the poem means 'hidden or kept from sight'?

..... [1 mark]



(b) In stanza 2, what do the evening rays refer to?

..... [1 mark]

(c) What is the persona’s feeling in stanza 3?

..... [1 mark]

(d) What would you consider a luxury in your life?  
Give a reason to support your answer.

Luxury : ..... [1 mark]

Reason : ..... [1 mark]

[5 marks]

33 The following are the novels studied in the literature component in English Language.

- The Curse - Lee Su Ann
- Step By Wicked Step - Anne Fine
- Catch Us If You Can - Catherine MacPhail

Choose any **one** of the novels above and answer the question below.

“Determination is important to achieve what one desires.”

How is this shown in the novel you have read?  
Support your answer with close reference to the text.

[15 marks]

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## FOR SECTION A

Blacken only **one** space for each question. If you wish to change your answer, erase the blackened mark that you have made. Then blacken the space for the new answer.

EXAMPLE :

A    B       D

1    A    B    C    D

9    A    B    C    D

2    A    B    C    D

10    A    B    C    D

3    A    B    C    D

11    A    B    C    D

4    A    B    C    D

12    A    B    C    D

5    A    B    C    D

13    A    B    C    D

6    A    B    C    D

14    A    B    C    D

7    A    B    C    D

15    A    B    C    D

8    A    B    C    D

/15
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**KEMENTERIAN  
PENDIDIKAN  
MALAYSIA**

**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN**

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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2015  
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**PERATURAN PERMARKAHAN**

**BAHASA INGGERIS**

**1119/1 & 1119/2**

**KERTAS 1 DAN KERTAS 2**

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**SECTION A : DIRECTED WRITING****MARK SCHEME FOR Question 1**

This question is assessed as follows:

**1. ALLOCATION OF MARKS:**

FORMAT	3 marks
CONTENT	12 marks
LANGUAGE	20 marks
<b>Total</b>	<b>35 marks</b>

**2. FORMAT AND CONTENT MARKS – 15 marks**

FORMAT		MARK
<b>F1 = Sender's address</b> <b>F2 = Recipient's address</b> <b>F3 = Date</b> <b>F4 = Salutation</b> <b>F5 = Title</b> <b>F6 = Closing + name</b>		<b>ONE / TWO</b> correct format = <b>1 mark</b> <b>THREE / FOUR</b> correct formats = <b>2 marks</b> <b>FIVE / SIX</b> correct formats = <b>3 marks</b>
Sub-total		3
<b>(All keywords must be mentioned or paraphrased before any content point can be awarded.            If any idea is incomplete, the content point cannot be awarded)</b>		
C1	Rimba Maya Camp Site	1
C2	accompanied by teachers	1
C3	activities; pitch tents	1
C4	cook meals	1
C5	camp fire	1
C6	jungle-trekking	1
C7	nature study	1
C8	survival skills	1
C9	leadership and teamwork	1
C10	keep camp site clean	1
C11	suggestion 1	1
C12	suggestion 2	1
	Sub-total	12
<b>Grand Total</b>		<b>15</b>

### 3. LANGUAGE - 20 Marks

1. Marks are awarded for:
  - i. Accurate English
  - ii. Style and Tone [appropriate to task]
2. Read the script and indicate all errors of language by underlining the word, phrase or punctuation where the mistake appears.
3. Please tick for good appropriate vocabulary, structure and tone.
4. Award marks by referring to the criteria for marking language.

#### CRITERIA FOR MARKING LANGUAGE

##### Section A: Directed Writing

MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b> 19 - 20	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>entirely accurate</b> apart from the very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is <b>varied</b> and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> shows some sophistication and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> have unity and are well linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance</li> <li>• The <b>tone</b> is appropriate for a formal letter.</li> </ul>
<b>B</b> 16 - 18	<ul style="list-style-type: none"> <li>• The <b>language</b> is almost always <b>accurate</b>; occasional errors are either minor or first draft slips.</li> <li>• <b>Sentences</b> show some <b>variation</b> of length and type, including some complex sentences.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>• <b>Punctuation</b> is almost always accurate and generally helpful to the reader.</li> <li>• <b>Spelling</b> is nearly always accurate.</li> <li>• <b>Paragraphs</b> show some evidence of planning, having unity and are linked appropriately linked.</li> <li>• The <b>tone</b> is appropriate for a formal letter.</li> </ul>
<b>C</b> 13 - 15	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>largely accurate</b> to communicate meaning clearly to the reader.</li> <li>• <b>Simple structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>• <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance</li> <li>• The <b>tone</b> is appropriate for a formal letter.</li> </ul>

MARK RANGE	DESCRIPTION OF CRITERIA
<p><b>D</b> 10 - 12</p>	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>sufficiently accurate</b></li> <li>• There will be <b>patches of clarity</b> especially when <b>simple structures</b> are used (throughout the piece of writing).</li> <li>• Mistakes will occur when complex sentence structures are used.</li> <li>• There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest.</li> <li>• <b>Vocabulary</b> is <b>adequate</b> but may lack precision.</li> <li>• <b>Punctuation</b> is generally correct but it does not enhance or clarify meaning.</li> <li>• Sentence separation errors may occur.</li> <li>• Simple words are spelt accurately; errors may occur with unfamiliar words.</li> <li>• <b>Paragraphs</b> may show some unity in topic.</li> <li>• Lapses in slang or informal language may occur consistently.</li> </ul>
<p><b>E</b> 7 - 9</p>	<ul style="list-style-type: none"> <li>• <b>Meaning never in doubt</b>, but <b>single word errors are sufficiently frequent</b> and serious to <b>hamper speed</b> of reading.</li> <li>• Some <b>simple structures will be accurate</b> but accuracy is not sustained for long.</li> <li>• <b>Vocabulary is limited</b> – too simple to convey meaning or imperfectly understood.</li> <li>• Simple words will usually be spelt accurately but mistakes occur with more difficult words.</li> <li>• Paragraphs lack unity and links are incorrectly used.</li> <li>• Errors occur in sentence separation and punctuation.</li> </ul>
<p><b>U(i)</b> 4 – 6</p>	<ul style="list-style-type: none"> <li>• <b>Meaning is fairly clear</b></li> <li>• Correction of ‘single word’ errors may produce a fairly accurate English.</li> <li>• <b>High incidence of errors impedes reading.</b></li> <li>• <b>Few simple sentence structures</b> are used accurately.</li> <li>• <b>Vocabulary is limited</b> – may not extend beyond a simple range of words; inadequate to express intended shades of meaning.</li> <li>• Punctuation is sometimes correct but sentence separation errors may occur.</li> <li>• Paragraphs show lack of planning.</li> <li>• Frequent spelling errors occur.</li> <li>• <b>May not show understanding of the detailed requirements of the task.</b></li> </ul>
<p><b>U(ii)</b> 2 – 3</p>	<ul style="list-style-type: none"> <li>• Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before the meaning becomes clear.</li> <li>• Whole sections of the letter may make <b>little or no sense</b>.</li> <li>• Unlikely to have more than one or two accurate sentences.</li> <li>• Content is comprehensible but tone and style is hidden by the high density of errors.</li> </ul>
<p><b>U(iii)</b> 0 – 1</p>	<ul style="list-style-type: none"> <li>• Almost entirely impossible to recognize as pieces of English.</li> <li>• Whole sections of letter may make <b>no sense at all</b> or is copied from the task.</li> <li>• Award ‘1’ mark if some sense is obtained.</li> <li>• The mark ‘0’ should only be awarded if the letter makes no sense at all.</li> </ul>



**SECTION B : Continuous Writing****MARKING SCHEME FOR Section B**

Marks are awarded as follows:

1. Assessment is based on impression.
2. Read and re-read the response, at the same time underline gross and minor errors.
3. Put insertion marks (^) where errors occur.
4. Mark for good vocabulary or expressions by putting a merit tick (√) above such merits.
5. Fit the candidate's response against the most appropriate band having most of the criteria as found in the band. Refer to the upper or lower bands to the band already chosen to BEST FIT the student's response to the most appropriate band.
6. Justify the band and marks given, commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

**CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING****Section B : Continuous Writing**

MARK RANGE	DESCRIPTION OF CRITERIA
<b>A</b> <b>44 - 50</b>	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>entirely accurate</b> apart from the very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is <b>varied</b> and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> shows some sophistication and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> have unity and are well linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance.</li> <li>• The interest of the reader is aroused and sustained throughout the writing.</li> </ul>
<b>B</b> <b>38 - 43</b>	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>accurate</b>; occasional errors are either minor or first draft slips.</li> <li>• <b>Sentences</b> show some <b>variation</b> and of length and type, including some complex sentences.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>• <b>Punctuation</b> is almost always accurate and generally helpful to the reader.</li> <li>• <b>Spelling</b> is nearly always accurate.</li> <li>• <b>Paragraphs</b> show some evidence of planning, having unity and are appropriately linked.</li> <li>• The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the writing.</li> </ul>

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;"><b>C</b> 32 - 37</p>	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>largely accurate</b>.</li> <li>• <b>Simple structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• Sentences show <b>some variety of length and structure</b> although there is a tendency to repeat some sentence types, giving it a <b>monotonous effect</b>.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>• <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• <b>Spelling</b> of simple words may be accurate but errors occur when more sophisticated words are used.</li> <li>• <b>Paragraphs</b> may show some unity although some links may not be present or inappropriate.</li> <li>• The <b>writing is relevant</b> but may lack originality and planning. <b>Topic</b> is addressed with consistent relevance.</li> <li>• Some interest is aroused but not sustained.</li> </ul>
<p style="text-align: center;"><b>D</b> 26 - 31</p>	<ul style="list-style-type: none"> <li>• The <b>language</b> is <b>sufficiently accurate</b></li> <li>• There will be <b>patches of clarity</b> especially when <b>simple vocabulary and structures</b> are used.</li> <li>• There may be some variety of sentence length and type but purpose is not seen clearly.</li> <li>• <b>Vocabulary</b> is adequate to show intended meaning but is not developed to show precision.</li> <li>• <b>Punctuation</b> is generally correct but it does not clarify meaning.</li> <li>• Simple words are spelt accurately, but more errors will occur.</li> <li>• <b>Paragraphs</b> used but show lack of planning or unity.</li> <li>• The topic is addressed with some relevance but it may be lacking in liveliness and interest.</li> </ul>
<p style="text-align: center;"><b>E</b> 20 - 25</p>	<ul style="list-style-type: none"> <li>• <b>Meaning never in doubt</b>, but errors <b>are sufficiently frequent</b> and serious to <b>hamper</b> reading.</li> <li>• Some <b>simple structures may be accurate</b> but accuracy is not sustained for long.</li> <li>• <b>Vocabulary is limited</b> – too simple to convey precise meaning or more ambitious but imperfectly understood</li> <li>• Simple words will usually be spelt accurately but frequent mistakes make reading the script difficult.</li> <li>• <b>Paragraphs</b> lack unity and are poorly organised.</li> <li>• Writing shows some relevance to the topic but only <b>partial treatment</b> is given.</li> <li>• High incidence of errors - distracts reader from merits of content of the piece of writing.</li> </ul>

MARK RANGE	DESCRIPTION OF CRITERIA
<p><b>U (i)</b> <b>14 - 19</b></p>	<ul style="list-style-type: none"> <li>• <b>Meaning is fairly clear</b></li> <li>• <b>High incidence of errors impede reading.</b></li> <li>• Many <b>serious errors</b> of various kinds throughout the script (single word)</li> <li>• Very <b>few accurate sentences</b> – sentences are simple and often repetitive.</li> <li>• Frequent errors cause <b>blurring</b>.</li> <li>• <b>Punctuation</b> is sometimes correct but sentence separation errors may occur.</li> <li>• <b>Paragraphs</b> lack unity / may not have paragraphs at all.</li> </ul>
<p><b>U(ii)</b> <b>8 - 13</b></p>	<ul style="list-style-type: none"> <li>• Sense will usually be decipherable, but some of the <b>errors will be multiple</b>, requiring the reader to read and re-read before the meaning becomes clear.</li> <li>• Only a few accurate simple sentences.</li> <li>• Content of writing is comprehensible but meaning is blurred due to high incidence of errors.</li> <li>• Scripts may be also far short of the required number of words.</li> </ul>
<p><b>U(iii)</b> <b>0 – 7</b></p>	<ul style="list-style-type: none"> <li>• Almost entirely impossible to read.</li> <li>• Whole sections make little or no sense at all.</li> <li>• Award marks if some sense is obtained.</li> <li>• The mark '0' should only be awarded if the letter makes no sense at all.</li> </ul>

**MARK SCHEME: PAPER 2 1119/2****SECTION A**

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

**SECTION B : INFORMATION TRANSFER**

16	Vasco's, Hilton K L	
17	ghazal group	
18	<u>S</u> immered <u>C</u> atfish in fermented durian coconut gravy	} <b>interchangeable</b>
19	blue coloured rice served with its traditional condiments	
20	<u>M</u> alay desserts / <u>M</u> alay kuih and delicacies / <u>M</u> alay kuih / <u>M</u> alay delicacies	
21	Daily / 6 a.m. to midnight	
22	RM68.00 (nett)	
23	RM49.00 (nett)	
24	the first and last three days of the fasting month	} <b>interchangeable</b>
25	discount vouchers and Hari Raya mystery gifts	

## SECTION C : READING COMPREHENSION

QUESTION		ANSWER	LINES LIFTED	MARK	
26	(a)	engulfed	Line 2	1 mark	
	(b)	parents went overseas/her mother joined her father who was studying overseas	Line 6	1 mark	
	(c)	i	they did not want to upset her/ she was happy in her <u>kampung</u> school/ she was doing well in school	Lines 7-9	1 mark
		ii.			1 mark
27	her (younger) sister was born/ the birth of her sister		Line 10	1 mark	
28	water the potted plants		Lines 32	1 mark	
29	(a)	the raised floor kept dampness away	Line 36	1 mark	
	(b)	the spaces between the planks provided good ventilation	Lines 36 - 37	1 mark	
30	<p><i>Accept any other possible answer, e.g :</i></p> <ul style="list-style-type: none"> <li>• She missed the home she grew up in</li> <li>• She was nostalgic about her childhood</li> <li>• She wanted to hold on to her memories</li> </ul> <p><b>DO NOT</b> accept if students answer:</p> <ul style="list-style-type: none"> <li>➤ She missed her grandmother</li> </ul>			0 / 2 marks	

**SECTION C : SUMMARY**

Content : 10 marks

Language : 5 marks**TOTAL : 15 marks****Note : Award 1 mark for each content point to a maximum of 10 marks**

Content Points		Lifting of lines
C1	rolled up the (mengkuang) mat	Line 18
C2	put it away behind the clothes rack	Lines 18 - 19
C3	took towel from the rack and moved towards the door	Line 19
C4	stepped into the living room	Line 20
C5	opened the kitchen door into the compound	Line 26
C6	lowered the pail into the well (expertly pulled up the attached robe)	Line 29
C7	strolled around the old house	Line 34
C8	traditional Malay house	Line 35
C9	built on post above the ground	Line 35-36
C10	raised floor kept dampness away	Line 36
C11	spaces between floor planks provided (good) ventilation	Line 36-37
C12	played with childhood friends beneath the house	Line 37-38
C13	walked past the verandah with its large windows	Line 41
C14	rounded the corner	Line 41
C15	went back into the kitchen	Line 43

**STYLE AND PRESENTATION DESCRIPTOR FOR LANGUAGE**

Marks for **Style and Presentation** are awarded based on the average sum total (to the nearest rounded fraction/decimal) of **Paraphrase** and **Use of English**.

Annotate as follows :

Paraphrase : 5

Use of English : 4

$$9 \div 2 = 4.5 = \underline{5 \text{ marks}}$$

**BAND DESCRIPTORS FOR SUMMARY**

MARK	PARAPHRASE (RP)	MARK	USE OF ENGLISH (UE)
5	<ul style="list-style-type: none"> <li>There is a <b>sustained attempt to rephrase the text language</b>.</li> <li><b>Expression is secure</b>.</li> <li>Allow phrases from the text, which are difficult to substitute.</li> </ul>	5	<ul style="list-style-type: none"> <li>Apart from very occasional slips, the <b>language is accurate</b>.</li> <li>Any <b>occasional errors</b> are either <b>first draft slips</b> or <b>minor errors</b>.</li> <li><b>Sentence structure is varied</b> and there is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li><b>Punctuation is accurate</b> and helpful to the reader.</li> <li><b>Spelling is secure</b> across the full range of vocabulary used.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is a <b>noticeable attempt to rephrase the text</b>.</li> <li>The summary is <b>free from</b> stretches of <b>concentrated lifting</b>.</li> <li>Expression is generally sound.</li> </ul>	4	<ul style="list-style-type: none"> <li>The <b>language is almost always accurate</b>.</li> <li><b>Serious errors</b> will be <b>isolated</b> as to be almost unnoticeable.</li> <li><b>Sentences will show some variation including original syntax</b> outside text structures.</li> <li><b>Punctuation is accurate</b> and generally helpful.</li> <li><b>Spelling is nearly always secure</b>.</li> </ul>
3	<ul style="list-style-type: none"> <li>Intelligent and selective lifting, i.e. when groups of words are combined with own words.</li> <li><b>Limited attempt to rephrase the text</b>.</li> <li>Expression may <b>not always be secure</b> but the attempt to substitute will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li><b>Simple structures</b> tend to <b>dominate</b>.</li> <li><b>Serious errors</b> are <b>not frequent</b>, although they are noticeable.</li> <li><b>Where sentences show some variety and complexity</b>, they will <b>generally be lifted from the text</b>.</li> <li>Serious errors may occur when more sophisticated structures are attempted.</li> <li><b>Punctuation is largely accurate</b>.</li> <li><b>Spelling is mostly secure</b>.</li> <li>Errors may occur in the use of original or ambitious vocabulary</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Wholesale copying of text material</b>, i.e. in chunks not a complete script of the original.</li> <li>Attempts to substitute <b>own language</b> will be <b>limited to single word</b> expression.</li> <li><b>Irrelevant sections</b> of the text <b>will be more frequent</b> at this and subsequent levels.</li> </ul>	2	<ul style="list-style-type: none"> <li>Meaning not in doubt, but <b>serious errors</b> are becoming <b>more frequent</b>.</li> <li>Simple structures will be accurate, although this <b>accuracy is not sustained for long</b>.</li> <li><b>Simple punctuation</b> will usually be <b>correct</b>, with occasional errors of sentence separation.</li> <li><b>Spelling is largely accurate</b>, but mistakes will occur in handling the more difficult words.</li> <li><b>Irrelevant or distorted detail will destroy the sequence in places</b>.</li> </ul>
1	<ul style="list-style-type: none"> <li>More or less a complete <b>transcript of the text</b>.</li> <li>This means sentence after sentence copied without a clear break.</li> <li>Originality barely noticeable.</li> <li>There will also be random transcription of irrelevant sections of the text.</li> </ul>	0-1	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors, impeding the reading</b> in many places.</li> <li><b>Fractured syntax</b> is much more <b>pronounced</b> at this level, and <b>punctuation falters</b>.</li> <li><b>Errors of sentence separation</b> are liable to be <b>frequent</b>.</li> </ul>

**SECTION D : LITERATURE COMPONENT****QUESTION 32**

- a) concealed 1 mark
- b) sunset / the sun going down/ dusk 1 mark
- c) sad / miserable / upset / unhappy / frustrated / angry / troubled / disturbed 1 mark
- *DO NOT accept if students answer- guilty*
- d) Example:
- L : spending time with family 1 mark
- R : because I have been away from them for so long 1 mark
- *Accept any other possible answer.*



**QUESTION 33: NOVEL**

Marks awarded are as follows:

CONTENT : 10 marks

LANGUAGE : 5 marks

TOTAL 15 marks

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT** and **LANGUAGE**.

MARKING FOR CONTENT		MARKING FOR LANGUAGE	
Score	Band Descriptors	Mark	Use of Language
10 - 9	<ul style="list-style-type: none"> <li>• an always relevant response to the task</li> <li>• almost always provide textual evidence (detailed and well developed)</li> <li>• maintains a consistent and convincing point of view</li> <li>• candidates can tie the quality of the character with evidence mentioned</li> </ul>	5	<ul style="list-style-type: none"> <li>• accurate</li> <li>• very well-organised</li> <li>• easily understood</li> </ul>
8-7	<ul style="list-style-type: none"> <li>• a relevant response to the task</li> <li>• usually provides textual evidence</li> <li>• maintains a consistent point of view</li> <li>• doesn't convince (argument not as developed as 9/10 but with some development)</li> <li>• more towards narration</li> </ul>	4	<ul style="list-style-type: none"> <li>• largely accurate</li> <li>• well-organised</li> <li>• easily understood</li> </ul>
6-5	<ul style="list-style-type: none"> <li>• an <b>intermittently</b> relevant response to the task</li> <li>• provides little textual evidence</li> <li>• point of view consistent in parts</li> </ul>	3	<ul style="list-style-type: none"> <li>• frequent errors but meaning not in doubt</li> <li>• fairly organised</li> <li>• can be understood</li> </ul>
4-3	<ul style="list-style-type: none"> <li>• a response of very <b>little relevance</b> to the task</li> <li>• hardly any textual evidence</li> <li>• point of view difficult to establish</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>
2-1	<ul style="list-style-type: none"> <li>• show barely any understanding of the requirement(s) of the task</li> <li>• point of view not establish</li> </ul>	1	<ul style="list-style-type: none"> <li>• makes little or no sense at all/hard to follow</li> <li>• lacks organisation</li> <li>• difficult to understand</li> </ul>

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

- there is no understanding of the requirement(s) of the task
- the response is in language other than English
- there is no response

1 mark is awarded if candidate mentions something about the novel