

BAHAN KECEMERLANGAN 2017

SPM


Skema

BK 3

BAHASA INGGERIS
KERTAS 2

DIBIYAI OLEH KERAJAAN NEGERI TERENGGANU

Tidak dibenarkan menyunting dan mencetak mana-mana bahagian dalam modul ini
tanpa kebenaran Pengarah Pendidikan Negeri Terengganu


-TNTS-

PAPER 2

SECTION A [15 MARKS]

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

SECTION B [10 MARKS]

No	Answers	Marks
16	6-11 Convenience Store	1
17	Berry Cake And Pastry Shop	1
18	Diva Boutique	1
19	Drinks Galore	1
20	Leafy Fresh	1
21	organic wheat, rye and barley are used (as the ingredients)	1
22	(imported) vegetables and fruit / vegetables / fruits	1
23	natural materials	1
24	from Tuesday to Sunday	1
25	the latest news	1

SECTION C [25 MARKS]**Reading Comprehension**

26	(a) She was known as a genius girl/a genius	1 mark
	(b) The (pink) (plastic pretend mobile) phone	1 mark
27	(a) To steal Safina's toy(s) (<i>the idea of stealing Safina's toys</i>)	1 mark
	(b) Her eyes would not meet mine.	1 mark
28	(a) come clean	1 mark
	(b)(i), (ii) : sad / guilty / regretful / scared / fearful – accept any reasonable answers	1 mark
29	She did not want to lose her character/she felt guilty/she realized what she did was wrong/she realized the jewellery was not worth stealing (<i>accept answers of these ideas</i>)	1 mark
30	<i>Accept any reasonable answers.</i> To motivate the writer as she felt bad To console the writer because she was sad	1 mark 1 mark

Summary (15 marks)**Question 31**

Annotate as follows:

CONTENT - 10

LANGUAGE - 5

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TOTAL 15

Awarding Content Marks:

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

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

Awarding **Summary Content Marks:**

No	Content	Mark
what made the writer steal		
1	The writer suspected Safina had stolen her (plastic pretend) phone (accept any sentences showing this idea)	1
2	she vowed to do the same to Safina. / she wanted to steal Safina's things/toys as she did to her	1
3	stealing gave her a thrill	1
4	stealing became a compulsion/ she did not know how to stop stealing.	1
how the incident of being caught stealing affected her		
5	One afternoon, (coming home from school,) mother ignored her / Mother's eyes would not meet hers.	1
6	all the things she had taken were gone.	1
7	she felt a terrible sinking feeling in her stomach.	1
8	she cried	1
9	she apologized over and over again	1
10	she obeyed her mother taking her to say sorry to Safina and her parents(of this idea)	1
11	she has now never lied or stolen	1
12	she has stopped wearing jewellery	1
13	she still feels guilty	1
14	she says sorry to God to this day	1

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrasethe text - expression is secure - difficult phrases from text may be substituted 	5 Excellent	<ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure varied - marked ability to use original complex syntax - punctuation accurate - spelling correct throughout

4 Good	<ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure 	4 Good	<ul style="list-style-type: none"> - language is almost always accurate - serious errors will be isolated - some variation of sentences - punctuation accurate - spelling largely accurate
3 Fair	<ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure 	3 Fair	<ul style="list-style-type: none"> - language largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling nearly always accurate
2 Unsatisfactory	<ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling accurate - some irrelevant parts
0-1 Poor	<ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections copied 	0-1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D [20 marks]

Question 32

32	(a) her grandmother	1 mark
	(b) became small / her back was round / her back hunched (choose only one)	1 mark
	(c) the grandmother passed away / died OR the persona was too young to understand death (accept any reasonable answer)	1 mark
	(d) <i>Accept any two reasonable answers. Examples:</i> <ul style="list-style-type: none"> - Share hobbies - Interact between each other - Show concern towards each other - Respect each other 	1 mark each
	Total	5 marks

Question 33

Content	-	10 marks
Language	-	5 marks
TOTAL	-	15 marks

Guidelines on marking content and language:

Content		Language	
<i>Score</i>	<i>Description</i>	<i>Score</i>	<i>Description</i>
9-10	Response is relevant to the task specified. The theme discussed is supported with evidence from the text. Main supporting ideas are relevant to the task. Shows full knowledge of the theme.	5	<ul style="list-style-type: none">• accurate• well-organised
7-8	Response is relevant to the task specified. The theme discussed is usually supported with evidence from the text. Main supporting ideas are mostly relevant to the task. Shows knowledge of the theme. Partial treatment.	4	<ul style="list-style-type: none">• largely accurate• well-organised
4-6	Response is likely to be intermittently relevant to the task specified. The theme discussed is supported with some evidence from the text. Shows some knowledge of the theme but lacks focus.	3	<ul style="list-style-type: none">• frequent errors but meaning is never in doubt• fairly organised
2-3	Response may be barely relevant to the task specified. The theme is unlikely to be discussed. Writing hardly contains ideas that may be relevant to the task specified. Shows little knowledge of the theme. Hardly any textual support.	2	<ul style="list-style-type: none">• meaning is blur – needs rereading• poorly organised
0-1	Has barely any understanding of the requirements of the task. Writes in a disorganized way – no coherence. Has no understanding of the task.	1	makes little or no sense at all

PERATURAN PEMARKAHAN TAMAT