PEPERIKSAAN PERCUBAAN SPM

BAHASA INGGERIS TINGKATAN 5

Section A

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

Section B

1. extreme sport
2. bungee jumping
3. phosphorescent larvae
4. black tubes
5. relaxing boat ride / boat ride / boat.
6. fast-flowing river
7. the rapids / the rapids at Rourua
8. roller-coster / roller-coster ride
9. Taupo, Queenstown
10. New Zealand landscape.

Section C

1. a) she loved connecting with customers and making new friends

b) she tried to find a safe place to stand but suddenly got pushed, lost her foothold and was thrown out of the coach

1. a) Baleshwar was looking for a job.

b) He saw a young woman in black salwar kameez lying next to the track and pulled

the emergency chain to stop the train

1. a) the motorist refused to stop to take the injures girl to the hospital

b) The nearest hospital lacked personnel and equipment

1. a) The driver is a kind man and does not expect any reward / The driver had done his

good deed and did not want any trouble. ( **Accept any suitable answer which the**

**student can give)**

b) The people in Mumbai were afraid of helping others because they feared getting

trapped in the courts or the police.

1. Quality : selfless / helpful / brave

Reason : He jumped off the train to help Roma Taljera without thinking of his safety

**(Accept any suitable answer related to the quality**)

Summary

1. he saw a young woman lying next to the tracks
2. he pulled the emergency chain
3. nobody wanted to help the her
4. he ran to the girl who was lying bleeding and unconscious
5. he carried the girl across the track
6. the motorist refused to help
7. a middle man in a tempo-truck stopped
8. the hospital was undermanned and under equipped
9. they were leaving for a bigger hospital nearby
10. Baleshwar managed to get the girl’s detail before she lost conscious again
11. after calling her brother and admitting her, Baleshwar noticed the driver had left
12. Roma could have bled to death if Baleshwar did not help her

**BAND DESCRIPTORS FOR SUMMARY**

|  |  |  |  |
| --- | --- | --- | --- |
| **MARK** | **PARAPHRASE (RP)** | **MARK** | **USE OF ENGLISH (UE)** |
| **5** |  There is **a sustained attempt to re-phrase the text language.**   Expression is secure.   Allow phrases from the text, which are difficult to substitute. | **5** |  Apart from very occasional slips, the **language is accurate**.   Any **occasional errors** are either **first draft slips** or **minor errors**.   **Sentence structure is varied** and there is a **marked ability to use original complex syntax** outside text structures.   **Punctuation is accurate** and helpful to the reader.   **Spelling is secure** across the full range of vocabulary used. |
| **4** |  There is a **noticeable attempt to re-phrase the text.**   The summary is **free from** stretches of **concentrated lifting**.   Expression is generally sound. | **4** |  The **language is almost always accurate**.   **Serious errors** will be **isolated** as to be almost unnoticeable.   **Sentences will show some variation including original syntax** outside text structures.   **Punctuation is accurate** and generally helpful.   **Spelling is nearly always secure**. |
| **3** |  Intelligent and selective lifting, i.e. when groups of words are combined with own words.   **Limited attempt to re-phrase the text**.   Expression may **not always be secure** but the attempt to substitute will gain credit. | **3** |  The language is **largely accurate**.   **Simple structures** tend to **dominate**.   **Serious errors** are **not frequent**, although they are noticeable.   **Where sentences show some variety and complexity**, they will **generally be lifted from the text.**   Serious errors may occur when more sophisticated structures are attempted.   Punctuation is largely accurate.   Spelling is mostly secure.   Errors may occur in the use of original or ambitious vocabulary |
| **2** |  **Wholesale copying of text material**, i.e. in chunks not a complete script of the original.   Attempts to substitute **own language** will be **limited to single word** expression.   **Irrelevant sections** of the text **will be more frequent** at this and subsequent levels. | **2** |  Meaning not in doubt, but **serious errors** are becoming **more frequent**.   Simple structures will be accurate, although this **accuracy is not sustained for long.**   **Simple punctuation** will usually be **correct**, with occasional errors of sentence separation.   **Spelling is largely accurate**, but mistakes will occur in handling the more difficult words.   **Irrelevant or distorted detail will destroy the sequence in places.** |
| **1** |  More or less a complete **transcript of the text.**   This means sentence after sentence copied without a clear break.   Originality barely noticeable.   There will also be random transcription of irrelevant sections of the text. | **0-1** |  **Heavy frequency of serious errors, impeding the reading** in many places.   **Fractured syntax** is much more **pronounced** at this level, and **punctuation falters**.   **Errors of sentence separation** are liable to be **frequent.** |

Section D

a) Brave and loyal

b) The soldiers are facing a terrifying scene and are certain of death

c) They were being fired by guns and cannons from all directions

d) Emotion : terrified / anxious / fearful

Action : Try to call for help / try to have a peace truce with the enemies

**(Accept possible actions related to the emotion)**

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**.

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Band Descriptors | Mark | Use of Language |
| **10 - 9** | * an always relevant response to the task * almost always provide textual evidence (detailed and well developed) * maintains a consistent and convincing point of view * candidates can tie the quality of the character with evidence mentioned | **5** | * accurate * very well-organised * easily understood |
| **8-7** | * a relevant response to the task * usually provides textual evidence * maintains a consistent point of view * doesn’t convince ( argument not as developed as 9/10 but with some development)   more towards narration | **4** | * largely accurate * well-organised * easily understood |
| **6-5** | * an **intermittently** relevant response to the task * provides little textual evidence * point of view consistent in parts | **3** | * frequent errors but meaning not in doubt * fairly organised * can be understood |
| **4-3** | * a response of very **little relevance** to the task * hardly any textual evidence * point of view difficult to establish | **2** | * some blurring in meaning * poorly organised * generally difficult to understand |
| **2-1** | * show barely any understanding of the requirement(s) of the task * point of view not establish | **1** | * makes little or no sense at all/hard to follow * lacks organisation * difficult to understand |