



MODUL PENINGKATAN PRESTASI TINGKATAN 5

TAHUN 2014

MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)

MODUL 2

BAHASA INGGERIS

KERTAS 1

Satu Jam Empat Puluh Lima Minit

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

<http://edu.joshuatly.com/>
<facebook.com/edu.joshuatly>

Section A : Directed Writing

[35 marks]

[Time suggested : 45 minutes]

You represented your school in a youth camp. Write a **report** on the camp to be given to your teacher advisor of Interact Club based on the notes you had made.

- objectives
 - future leaders
 - harmonious nation
- ice breaking
 - likes and dislikes
- talk on career guidance
 - scholarship and job opportunities
- question and answer session
 - issues related to youths
- cultural night
 - traditional dances
- benefits
 - confidence
 - teamwork

When writing the **report**, you should remember to:

- address the report to your teacher advisor
- provide a title
- include your name
- use **all** the notes given

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.

Section B : Continuous Writing

[50 marks]

[Time suggested : One hour]

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

- 1 Parents should allow children to make their own decisions. Discuss.
- 2 Describe a day when you were locked out.
- 3 On time
- 4 If you were a superhero, what would you do to make the world a better place?
- 5 Write a story beginning with : “ It was a warm night and I ...”

KERTAS SOALAN TAMAT

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

Content	15 marks
Language	20 marks

Total 35 marks

Detailed Marking Instructions

FORMAT	3 MARKS
CONTENT	12 MARKS
LANGUAGE	20 MARKS

TOTAL 35 MARKS

Format:	3 Marks	F1	Recipient	1 mark
		F2	Title	1 mark
		F3	Reported by NAME	1 mark
Content:	12 Marks	C1	future leaders	1 mark
		C2	harmonious nation	1 mark
		C3	ice breaking	1 mark
		C4	likes and dislikes	1 mark
		C5	talk on career guidance	1 mark
		C6	scholarship and job opportunities	1 mark
		C7	question and answer session	1 mark
		C8	issues related to youths	1 mark
		C9	cultural night	1 mark
		C10	traditional dances	1 mark
		C11	confidence	1 mark
		C12	teamwork	1 mark

Language	20 marks	Marks are awarded for:
		(i) Accurate English
		(ii) Style and tone appropriate to the task
		Refer to the criteria for marking language

DIRECTED WRITING: CRITERIA FOR MARKING LANGUAGE

Mark Range	Description
A 19 – 20	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 16 – 18	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.
C 13 – 15	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.
D 10 – 12	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.
E 7 – 9	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.
U(i) 4 – 6	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.
U(ii) 2 – 3	Multiple errors that make the reader to 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.
U(iii) 0 – 1	Almost impossible to recognise as pieces of English. May make no sense at all. „0“ is awarded only when no sense at all from beginning to end.

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

Grade	Mark Range	Descriptors
A	44 – 50	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	38 – 43	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.
C	32 – 37	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.
D	26 – 31	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.
E	20 – 25	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.
U(i)	14 – 19	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.
U(ii)	8 – 13	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.
U(iii)	0 – 7	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. “0” is awarded only if no sense at all from beginning to end.



MODUL PENINGKATAN PRESTASI TINGKATAN 5

TAHUN 2014

MAJLIS PENGETUA SEKOLAH MALAYSIA (KEDAH)

MODUL 2

**BAHASA INGGERIS
KERTAS 2**

Dua Jam Lima Belas Minit

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 18.

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 18**.

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

Section A

[15 marks]

[Time suggested : 25 minutes]

The advertisement features a background image of a city skyline obscured by a thick haze. At the top, the text 'Get Your FREE MASK Now!' is prominently displayed. Below this, a smaller line of text states 'No purchase required because we care'. In the center, a white face mask is shown. To the left of the mask, a diamond-shaped callout contains the word 'TIPS'. To the right, a speech bubble from a character named 'SOWAY' says 'Let's brave haze!'. At the bottom, a white box contains a list of four tips.

Get Your FREE MASK Now!

No purchase required because we care

TIPS

- Update on Air Pollution Index
- Reduce outdoor activities
- Drink plenty of water to stay hydrated
- Wear a face mask

SOWAY

Let's brave haze!

- 1 From the advertisement, we know that Soway
- A is giving away free bottles of water
 - B is concerned about our well-being
 - C sells face mask at a reasonable price
 - D discourages outdoor activities completely

Questions 2 – 3 are based on the following letter.

Dear Editor,

Recently my son had a nasty car accident in Jalan Muda in Kuala Lumpur at 5p.m. when traffic was very heavy. His car was a complete wreck and he suffered serious injuries and was bleeding from the nose.

A kind soul attended to my son, comforting him before calling the ambulance. We later came to know the good Samaritan was Akhwan who works at HBH Bank, Sepang.

Subra
Sg Petani

- 2 From the letter above, we know that
- A Akhwan called the ambulance at once
 - B Subra's son was found unconscious
 - C Akhwan was rushing to work
 - D Subra is indebted to Akhwan
- 3 Akhwan's behaviour is exemplary because he is _____.
- A selfless and compassionate
 - B carefree and civic-minded
 - C hardworking and honest
 - D well-mannered and sincere

KUALA LUMPUR: Mass Rapid Transit Corp. Sdn. Bhd. (MRTCorp) says the MRT second line has been approved by the federal government.

Its chief executive officer, Datuk Wira Azhar Abdul Hamid said the company was now waiting for the official announcement to enable it to begin work on the MRT Line 2, which links Sungai Buloh with Putrajaya.

- 4 Which of the following statements is **true**?
- A The MRT Line has been built between Sungai Buloh and Putrajaya.
 - B The official announcement to commence work has yet to be released.
 - C The federal government feels the work on the MRT must be on hold.
 - D MRTCorp is starting work on MRT Line 2 immediately.

Whole grains are cereal grains that contain cereal germ, endosperm and bran, in contrast to refined grains which retain only the endosperm.

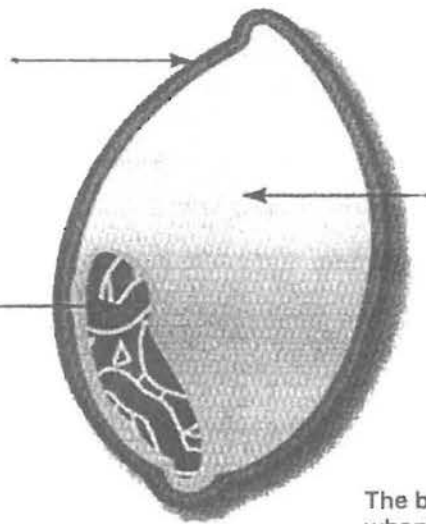
Anatomy of a grain

Bran : protects the seed

- Fibre
- B vitamins
- Minerals

Germ: nourishment for the seed

- B vitamins
- Vitamin E
- Minerals
- Phytochemicals



Endosperm: energy for the seed

- Carbohydrates
- Some proteins
- Some B vitamins

The bran and germ are removed when whole grains are refined.

5 Which of the following statements is true?







- A Whole grain is only composed of one part.
- B Endosperm contains the most vitamin B.
- C Germ is retained in a refined grain.
- D Bran safely guards the seed.

Questions 6 – 7 are based on the following report.

GEORGETOWN: The continuous hot weather in Penang is *taking its toll* not only on people but also on the trees and fields in Penang. Most of the fields have dried up and turned brownish.

When contacted, Penang Municipal Council Recreation, Tourism and International Affairs Director, Mohamed Akhbar Mustapha said this was a normal situation and there was nothing to worry about. "The grass has dried up but our grass is cow grass which is able to withstand the dry weather and heat." he said.

- 6 The phrase *taking its toll* means
- A hurting
 - B affecting
 - C changing
 - D worrying
- 7 From the newspaper report, we know that the
- A residents are the least bothered by the present climate
 - B cows have eaten up all the grass on the field
 - C director is trying to solve the problem
 - D grass will survive despite the weather

 <p>Tell them what they should do and where they should go if you ever get separated</p>	<p>Name three trustworthy people your child can call during an emergency</p> 
<p>If they are at home alone, teach them how to respond to knocks on the door or from strangers</p> 	 <p>Talk to them about school and whether they have ever felt uncomfortable or unsafe</p>
 <p>Know the websites they visit and keep tabs on the people they chat with online.</p>	 <p>Ensure they do not disclose details Like pictures, contact information and their location.</p>

8 The notice

- A updates children on recent crime rate
- B cautions parents of the dangers they face outside
- C advises parents on how to protect their loved ones
- D reminds parents to be with their children at all times

Questions 9 – 15 are based on the following passage.

'If there is a will, there is a way' is one motto, I would like to make my own. The saying means that if anyone 9 determined enough to get something done, that person will always find a way to do it.

Without determination, a person would tend to give up 10 easily what she or he wants. I remember a time when I played the piano and could not get the timing of the piece right. My exam was merely two weeks away and I felt desperate because no matter how hard I tried, I still could not play it 11.

I stopped playing for one afternoon and decided to listen to a tape in which the piece was 12. After listening intently for 13 hours, I went back to the piano and tried playing the piece again. I was extremely pleased when I got it right on my second try.

Needless to say, I did pretty well for my piano exam. From 14 on, I believe a lot in having determination. If I wanted to accomplish even the smallest task, I must not give up that readily 15 it would never be done. This new-found spirit in me will get me far in life.

- 9 A is
 B are
 C was
 D were

- 13 A several
 B much
 C little
 D any

- 10 A almost
 B nearly
 C just
 D too

- 14 A then
 B than
 C that
 D this

- 11 A sweetly
 B accurately
 C gracefully
 D moderately

- 15 A so
 B but
 C and
 D or

- 12 A record
 B records
 C recorded
 D recording

Section B

[10 marks]

Questions 16 – 25

*Read the notice below and answer the questions that follow***What is Pi?**

Pi or π is the ratio of a circle's circumference to its diameter which comes out to roughly 3.14. March 14 is designated as Pi day, a fun day to celebrate both Pi and its yummier namesake, pie.

**Why March 14?**

It is celebrated on March 14 which corresponds with the first three digits of π (3.14). It is to commemorate the importance of mathematics in our daily lives. The date (3.14) which is how Pi is recognized, also happens to be the birthday of the 20th century's most influential physicist - Albert Einstein!

History

Pi is almost 4,000 years old. The first person to actually calculate Pi mathematically was one of ancient world's most brilliant mathematicians, *Archimedes*. The fascination with calculating this elusive number accurately has continued since then. But so far, no one has been able to crack the code.

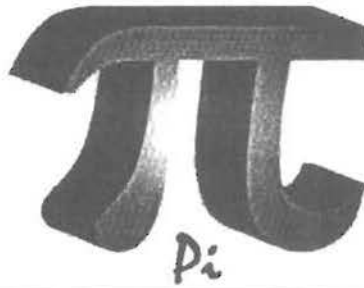
Special Events

- Enjoy Pi lectures and Pi exhibition
- Participate in Pi parade and receive a free slice of pie
- Take part in Pi quiz, Maths treasure hunt, logic puzzles

ATTENTION!!!
PIES AT ONLY RM3.14
Profits going to
charitable organisation

Questions 16 – 25

Using the information from the article and complete the table below.



Definition

16 _____

Age

17 _____

Pi DAY

Date

18 _____

Aim

19 _____

Activities

Indoor

Outdoor

20 _____
_____22 _____
_____21 _____
_____23 _____

Pastry For sale

24 Purpose: _____

_____How to get complimentary
pastry:25 _____

Section C
[25 marks]

[Time suggested : 50 minutes]

Questions 26 – 31 are based on the following passage.

- 1 SODA, whose mother was a playful Persian and whose father was an agile Siamese, went out just after supper. I saw him at ten that Monday night, walking shoulder to shoulder down the alley with a couple of his breed from the street. They had a nothing-to-worry look. Where they were going and what they had in mind, I did not care to know. 5
- 2 It was Tuesday morning and there was no sign of Soda. A spontaneous sleepover with his buddies? Maybe. It happens, but rarely. Usually I would wake to the thud of Soda hitting my chest. He was the first thing I saw when I opened my eyes and I would be the last thing he saw when he drifted into day dreaming. It was a bond, a habit. Absence was unusual. Worry started creeping in. "For heaven's sake," I said to myself, "he's a cat. This is what cats do. Vanish and reappear." 10
- 3 The day evolved. I walked to the corner store, scanning, making a point of not fearing the worst. I looked up, rather than at the pavement where the cars sped by. I surveyed his favourite rooftops, alert for his signatory silhouette. There was no sign. With bitter disappointment I headed home, I allowed my eyes to drift to the sidewalk. No sign. A relief. 15
- 4 As afternoon arrived. I quizzed the other cats. "Where's Soda?" I asked his sister, Trout. She glanced at me without any slightest interest. The dogs were no more forthcoming. As hunters, it must be said, they are a dead loss. They were apparently bred to herd canapés. 20
- 5 Time and again, as the day passed, I went to the porch and released my vast repertoire of "puss come home" noises. Dusk came. I took *my act* on the road, trawling the lanes and byways, shaking a tin of Friskies. I chirped and cooed, making sounds of birds, hoping Soda would hear me. "Puss-puss-puss-puss-cat!" Nothing. 25
- 6 I went home. I found a photo and a black felt marker and got to work, drawing a poster.
- 7 "Lost cat, huh?" said the woman at the 24-hour photocopy joint. "Lots of coyotes out there." 30
- 8 "Lost cat, huh?" said the guy at the grocery where I stopped for tape. "I saw one got run down the other day."
- 9 The weather was no more accommodating than the clerks. The wind rose. The rain poured. Undaunted by storm and gale and mindless of laws prohibiting the use of posters on poles, I still posted in the neighbourhood. A girl on the stroll stopped to see what I was about. "Oh," she said, "you have lost your pet. You know what I do when my cat goes missing? I pray, sort of I get a picture of her in my mind. I

think of her being safe and in one piece. I surround her with light. And I tell her to come home. You want me to try it for you? Come let us pray for Soda together.”

- 10 “Sure,” I said. “What could it hurt?” We looked hard at the picture and closed 40 our eyes, just for a few seconds then we went about our respective business.

- 11 Soda was on the bed when I came home. He answered my many inquiries with a look of bland disregard. No explanation was forthcoming, not even a ‘been to London to visit the queen’.

- 12 In the morning, I went around and removed the posters, picked up the ones the 45 rain had washed down, which was most of them. REWARD! I had written, in big black letters. I think I know who should get it. If ever our paths cross again, I’ll do the right thing. In the meantime, I’ll remember her face. I’ll surround it with light. I’ll imagine her safe.

(Adapted from *The Reader’s Digest*, September 2006)

- 26 From paragraph 1, when did the narrator last see Soda?

..... [1 mark]

- 27 From paragraph 2,

(a) how does the narrator usually wake up every morning ?

.....[1 mark]

(b) which word means ‘disappear’?

..... [1 mark]

- 28 (a) From paragraph 3, why did the narrator specifically check out the top of the roof?

.....[1 mark]

(b) From paragraph 5, what does the phrase *my act* in line 23 refer to?

.....[1 mark]

- 29 (a) From paragraph 7, what was implied when the woman said, “Lots of coyotes out there.”?

.....[2 marks]

(b) From paragraph 9, what important message was the girl trying to convey?

.....[1 mark]

- 30 *If ever our paths cross again, I'll do the right thing,*

Based on this statement, what did the writer have in mind?

.....
 [2 marks]

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

- what the narrator did to find Soda

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 13 – 39**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

When Soda, his beloved cat was lost he decided to

[15 marks]

.....

[illegible]

Section D

[25 marks]

32 Read the stanzas of 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 fields
 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.

Zurinah Hassan

- (a) In stanza 1, what is blown by the wind?
 [1 mark]
- (b) In stanza 2,
 (i) why does the persona consider gazing at the evening rays a luxury?
 [1 mark]
- (ii) why is the line *Are you still playing your flute* repeated?
 [1 mark]
- (c) What will you do if you miss someone? Give two suggestions.
 Suggestion 1: [1 mark]
 Suggestion 2: [1 mark]

KERTAS SOALAN TAMAT

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

Catch Us If You Can - Catherine MacPhail

The Curse - Lee Su Ann

Step by Wicked Step - Anne Fine

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

Write about an important incident which changes the lives of the characters around it.

Support your answer with close reference to the text.

This image shows a full page of a document template designed for handwriting practice. It consists of a series of evenly spaced, horizontal dashed lines running across the entire width of the page. The background is plain white, and there are no margins, text, or other markings present.

[illegible]

[15 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	

PAPER 2**SECTION A**

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

SECTION B

- 16 ratio of a circle's circumference to its diameter
- 17 almost 4000 years old (**almost** is mandatory)
- 18 14 March
- 19 to commemorate the importance of mathematics in our daily lives.
- 20 /21 Pi lectures , Pi quiz, Pi exhibition, logic puzzles (Choose any **two**)
- 22 /23 Pi parade, Maths treasure hunt (**interchangeable**)
- 24 donate to charitable organisation
- 25 participate in Pi parade

SECTION C

- 26 (a) *ten Monday night*
Permissible Lifting: [**I** saw him.....that Monday night,] (line 2)
 Pronoun **I** must be changed to **he**)
- 27 (a) *thud of Soda hitting his chest*
Permissible Lifting: [Usually **I** would....hitting **my** chest.(lines 7 – 8)
 (Pronoun **I** must be changed to **he**; **my** to **his**)
- (b) *vanish*
- 28 (a) *Soda’s favourite spot / most- loved location*
Permissible Lifting: [**I** surveyed his..... signatory silhouette].
 (line 15)
 (Pronoun **I** must be changed to **he**)
- (b) *making “puss come home” noises / unleashed his vast repertoire of “puss come home” noises.*
Permissible Lifting: [**I** went to.....**my** vast repertoire of “puss come Home” noises.] (lines 22 – 23)
 (Pronoun **I** must be changed to **he**; **my** to **his**)
- 29 (a) *The cat could be eaten by coyotes / It is dangerous*
- (b) [Accept any acceptable answer which conveys the idea of believing in God, praying or having faith.]
- 30 *If the author meets the girl again, he will give the reward to the girl*
 [Accept any other acceptable answer]

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) walk to the corner store
- 2) scanning
- 3) looked up / surveyed his favourite rooftops
- 4) his eyes drifted to the sidewalk
- 5) quizzed the other cats
- 6) asked Soda's sister
- 7) went to the porch
- 8) unleashed his vast repertoire of noises
- 9) took his act on the road / trawling the lanes and byways
- 10) shaking a tin of Friskies
- 11) chirped and cooed
- 12) drawing a poster
- 13) photocopied the poster
- 14) posted in the neighbourhood
- 15) looked hard at the picture and closed their eyes /pray for Soda

SUMMARY: CRITERIA FOR STYLE AND PRESENTATION

Mark	PARAPHRASE	Mark	USE OF ENGLISH
5	A sustained attempt to re-phrase text. Expression is secure. Allowance given for phrases / words lifted from text that are difficult to substitute.	5	Very occasional first draft slips. Language is accurate. Varied sentence structures. Use of original complex syntax. Punctuation and spelling accurate.
4	A noticeable attempt to re-phrase text. Free from stretches of concentrated lifting. Expression generally sound.	4	Language almost always accurate. Isolated serious errors. Some varied structures. Sentences may include original complex syntax. Punctuation and spelling nearly always accurate.
3	Intelligent and selective lifting. Limited attempts to re-phrase. Expression may not always be secure.	3	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.
2	Wholesale copying of text material, not a complete transcript of the original. Own language limited to single word substitution. Irrelevant sections more frequent.	2	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.
1	More or less a complete transcript of the text. Random transcription of irrelevant parts of text.	1	Heavy frequency of serious errors. Fractured syntax. Poor punctuation and spelling. Errors impede reading.

Note:

Mark for P + Mark for UE

Mark for style and presentation **L** = -----

(Language)

2

Example:

$$L = 3 + 4 = 7/2 = 3 \frac{1}{2} = 4$$

SECTION D

- 32** (a) melody / song / music
 (b) (i) no time / too busy
 (ii) to show her longing for her beloved / melody / song. /she misses him
 (c) will call him / will text him
Accept any two logical suggestions

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)

Score	Band Descriptors
9-10	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.
7-8	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.
5-6	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.
3-4	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.
0-2	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)

Score	Band Descriptors
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.