

SULIT
1119/1
Bahasa
Inggeris
Kertas 1
September
2008
1 $\frac{3}{4}$ jam

**NAMA DAN
LOGO SEKOLAH**

**PEPERIKSAAN PERCUBAAN TAHUN 2008
TINGKATAN 5**

BAHASA INGGERIS

Kertas 1

Satu Jam Empat Puluh Lima Minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

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

Instructions

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

SECTION	MARKS
A	
B	
TOTAL	

Kertas soalan ini mengandungi 3 halaman bercetak

Section A : Directed Writing*(35 marks)**(Time suggested : 45 minutes)***Question 1**

You are the Secretary of the English Language Society in your school. Your society has just successfully organised the English Language Week in your school. Write a **report** to the Principal about the event.

In your report, include the following:

Duration

- 7th – 11th April 2008

Objectives

- improve English through fun activities
- encourage students to speak in English

Participation

- open to all students

Activities

- debate
- choral speaking
- public speaking
- spelling bee

Prize –giving ceremony

- number of winners for each activity
- prizes – books & hampers

Benefits

- students gain confidence
- discover new talents

When writing your **report**, you should remember to include the following:

- Give your report a title
- State who wrote the report
- Use **all** the points given
- Write in paragraphs

Section B : Continuous Writing

(50 marks)

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

1. Describe a journey that you particularly enjoyed.
2. Playing computer games is a waste of time. Do you agree?
3. What special things would you do for someone you love?
4. Write a story about a telephone call that changed your life.
5. Discipline

KERTAS SOALAN TAMAT

SULIT
1119/2
Bahasa
Inggeris
Kertas 2
September
2008
2 1/4 jam

**NAMA DAN
LOGO SEKOLAH**

**PEPERIKSAAN PERCUBAAN SPM 2008
TINGKATAN 5**

BAHASA INGGERIS

Kertas 2

Dua Jam Lima Belas Minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi **empat** bahagian. **Bahagian A, Bahagian B, Bahagian C dan Bahagian D.**
2. Jawab semua bahagian dalam kertas soalan ini.
3. Soalan-soalan dalam **Bahagian A** mempunyai tiga atau empat pilihan jawapan. Jawab setiap soalan dengan menghitamkan ruang yang betul di dalam halaman 18.
4. Anda dinasihati 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.**

SECTION	MARKS
A	
B	
C	
D	
TOTAL	

Instructions

1. This question paper consists of **four** sections. **Section A, Section B, Section C and Section D.**
2. Answer **all** sections.
3. Questions in Section A have either three or four options.
Answer each question by blackening the correct answer on page 18.
5. You are advised to spend about 25 minutes on **Section A**, 25 minutes on **Section B**, 50 minutes for **Section C** and 35 minutes on **Section D.**

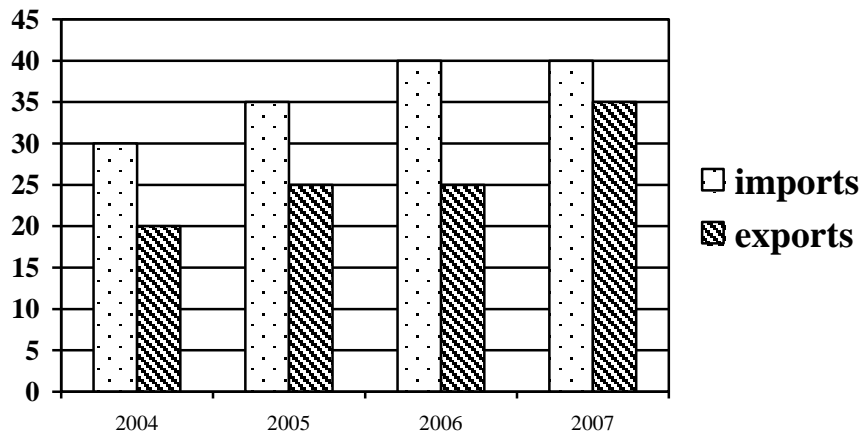
Kertas ini mengandungi 18 halaman bercetak

Section A
[15 marks]

Questions 1 – 8

A paradise for nature lovers. Feast your eyes on the mesmerising flora and fauna. Rare species of plants and birds found here will make you want to come back for more.

1. Based on the information above, the most suitable activity here is
- fishing
 - logging
 - swimming
 - bird-watching



2. According to the bar chart, which of the following statements is **true** of the patterns of imports and exports of country Y between 2004 and 2007?
- The imports decreased over the years
 - The imports always exceed the exports
 - The exports usually exceed the imports
 - The imports are usually equal to the exports



DO NOT JUMP THE LIGHTS!

3. Which of the following **best** explains the sign above?
- Do not make an offence when the light turns green
 - Get ready to move when the light turns green.
 - Stop your vehicle when the light turns red.
 - Do not overtake when the light turns red.

COPS ON BIKES TO COMBAT CRIME

Kuala Lumpur : Crime prevention in five crime-prone states will be beefed up with the use of 658 motorcycles, costing RM12.3 million.

Federal Logistics Director Datuk Mahsuri Zainal said the motorcycles, comprising 300 units of Kawasaki Ninja 150cc and 358 Kawasaki Scrambler 250 cc bikes, were given out in batches starting early March to district police headquarters in Perak, Penang, Johor, Selangor and Kuala Lumpur.

Adapted from The New Straits Times, April 2008

4. From the newspaper report above, we know that
- crime costs RM12.3 million
 - crime-prone states use 658 motorcycles
 - 150 motorcycles were given out by the police.
 - two types of motorcycles were handed over to the police

ZIP – THE ROBOT PLUS



A PERSONAL ROBOT
TEACHER

Meet Zip the robot. He can help you learn better! With up to fifty-five activities to engage in, *you will have a blast* learning about mathematics, new words and much more!

5. From the advertisement above, the phrase “*you will have a blast*” suggests that the activities are
- A challenging
 - B interesting
 - C difficult
 - D helpful



WANTED! CAR MECHANIC

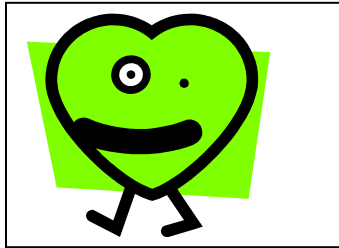
Are you good with your hands? Can you repair all kinds of cars? If you're not afraid of getting your hands dirty and greasy, willing to work long hours, then **APPLY NOW**. The vacancy must be filled.

The salary? It's negotiable.

Contact Mr. Lau at 05-5678433

**Autocar Services,
100, Jalan Licin,
32000 Sitiawan,
PERAK**

6. If you want to apply for the post of mechanic, what must you do?
- A. Get your hands dirty and greasy.
 - B. Get a negotiable salary.
 - C. Telephone Mr. Lau.
 - D. Fill the vacancy.



Check out over 100 health conditions with just one click at www.goodhealth.com.my.

7. The advertisement above offers

- A. a way to check health conditions
- B. intensive health research using the Internet
- C. help to create a website for medical research
- D. free medical check-ups by goodhealth.com.my doctors



8. The woman is telling her son not to

- A. make a big fuss over a minor issue.
- B. play near the mountain.
- C. cry too loudly.
- D. cut himself.

Questions 9 – 15

Read the passage below carefully and choose the best option to fill in the blanks.

Nine-year old Antonio “Dan Boy” Fernandez Jr. was playing with his youngest brother Ken in their yard last June when he noticed smoke billowing from the roof of their house in Cebu’s Carcar city. Realising that his five-year-old brother Nathaniel ___(9)___ napping inside, Dan Boy shielded his head from the falling ___(10)___ with his hands and rushed inside the wooden house.

“I was so scared to see the flames on the roof ___(11)___ when I heard my brother cry, I just closed my eyes and rushed in,” said Dan Boy, ___(12)___ stopped schooling two years ago to look after his younger brothers.

He found his brother sitting ___(13)___ the corner of the room, frightened and crying. Nathaniel was disoriented from the smoke, so Dan Boy grabbed him with his right hand. “Don’t worry, *kuya* (big brother) is here,” Dan Boy said as he shielded Nathaniel from the flames with his body.

Just as they reached the front door, Nathaniel stopped. A protruding nail had caught ___(14)___ shorts. Flames licked the upper portion of the door as Dan Boy struggled to get his brother free. With one last, desperate tug they ran into the yard as the fire devoured the property.

For his heroic act, Dan Boy received financial ___(15)___ from the government and concerned individuals, as well as a scholarship from a university in Cebu City.

Adapted from,
“Heroes for Today: Through the Fire”
in *Reader’s Digest*, December 2007

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| 9. A. had been
B. has been
C. was
D. is | 13. A. on
B. in
C. by
D. with |
| 10. A. fires
B. smoke
C. stones
D. embers | 14. A. he
B. his
C. him |
| 11. A. moreover
B. however
C. but
D. and | 15. A. assist
B. assisting
C. assistant
D. assistance |
| 12. A. who
B. whom
C. whose
D. which | |

SECTION B

[10 marks]

Questions 16 – 25

Read the following information on the poster about the different places of interest in Sungai Lembing and answer the questions that follow.

Enchanting Sungai Lembing

Be dazzled by the natural and historical sights of Sungai Lembing

Charas Caves

Located some 15 km from the town centre, this cave is popular for the huge reclining Buddhist statue and for its suitability for climbing activities. Within the Kenau Valley, this is as good as nature can get as climbers will be able to marvel at the lush greenery and beautiful sights.

Town Centre

The one thing about Sungai Lembing that is quaint and reminds you of a small town in Europe is how the town is divided by a row of majestic trees. A heritage, they are the signature sights that tell visitors they have arrived at the town centre of this beautiful and historical place.

Panorama Hill

This is one of the most beautiful places on Earth as watching the sunrise here is akin to experiencing the most tranquil moment in life. There are signages to show visitors the way up the hill that is 291m above sea level.

Kampung Tengah

There are many secrets to unearth in Sungai Lembing and one of those is the delicious biscuits made by a husband-and-wife team, Andrew and Jacqueline Lim, from their house in Kampung Tengah. You can even try out your skill in making the biscuits at their home.

Gunung Tapis

Not far from the foot of Gunung Tapis, is the Rainbow Waterfall where rainbow colours can be seen through the flow of the waters when the sun shines. It takes about an hour from the foot to reach the pool to watch the colour play of nature.

Adapted from Top Ten, Sunday Metro, 30 March 2008

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Questions 16 – 20

Using the information given in the poster, write the main attractions of each place in the boxes below.

	Places of Interest	Main attraction
16	Town Centre	
17	Kampung Tengah	
18	Charas Caves	
19	Panorama Hill	
20	Gunung Tapis	

Questions 21 – 25

Complete the sentences below using the information given in the poster.

- 21 We can see the rainbow colours when
.....[1 mark]
- 22 Watching the sunrise in Panorama Hill is likened to
.....[1 mark]
- 23 The row of majestic trees that divides Sungai Lembing town is considered
.....[1 mark]
- 24 Visitors can find their way up Panorama Hill by reading the
.....[1 mark]
- 25 At Charas Caves, climbers who love nature will be able to see
.....[1 mark]

[5 marks]

Section C
[25 marks]

Questions 26 – 31 are based on the following passage.

- 1 Work-related stress is a common problem among employees. It can result in feelings of depression, frustration and de-motivation. Stress management therapist, Mahes Karuppiah recommends laughter therapy to deal with this problem. Mahes says that laughter helps to reduce levels of cortisol, a stress hormone that weakens the immune system. 5
- 2 Studies have found that a good laugh session can lead to a sense of well-being and optimism. It can also reduce blood pressure, increase circulation and relax the muscles. Mahes, who began using laughter as therapy four years ago says laughter is the easiest and most practical way to manage stress. It is also inexpensive as everyone possesses the natural ability to laugh. “You don’t have to learn how to do it or buy equipment to help you laugh; it is in you. If you look at children, they laugh at the simplest things while adults are finding it difficult even to smile.” 10
- 3 Mahes says employees who are facing pressure and stress usually cannot cope with their work. This drags down their productivity and may even compel them to come up with excuses not to come to work. “If you start work at the age of 25 and retire at 55, you would be spending 30 years of your life at the office. And you work about nine hours or more there everyday. So, if you are unhealthy and unhappy during this period which is the prime time of your life, you have wasted the bulk of your life with these emotions.” 15 20
- 4 To make the office a fun place, she suggests the establishment of laughter clubs at each company. “Get a few people together every morning and have a laughter therapy session for about 15 minutes. All the laughter club members should try to identify and remove negative feelings such as guilt, anger, fear, jealousy and ego,” she says. 25
- 5 According to Mahes, there are a few types of laughter therapy. Among them are putting a pen between your teeth to simulate a smile and the “Ho, Ho, Ha, Ha,” which involves laughing while clapping your hands. You don’t need to listen to a joke or look at something funny. You can do it as a form of exercise just like aerobics. It is said that laughter is like internal jogging. It keeps the mind and body fit. 30
- 6 “There should also be a laughter room in every office,” she says. “You’ve heard of people screaming to release their tension. Why not have a laughter room where instead of screaming, they can laugh?” Employees can use the room to practise laughter exercises, watch a funny video or sit there and just laugh their frustrations away. The cost of having this room is small. And in return it will help boost morale among the workers, reduce absenteeism and increase productivity. 35

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7 Another suggestion is to have a Public Announcement or P.A. system in the office so that someone can tell a joke of the day or just begin laughing, which will have everyone following suit. “Laughter is contagious. Once you get someone to laugh, soon everyone in the room will be laughing or smiling as well.” Post funny jokes or cartoons on a bulletin board, as long as they are not lewd or offensive. Employees can rotate the postings every week. The best joke or cartoon should be declared the “Humour of the week”. This is the cheapest way to bring fun into the office. 40 45

8 According to a study by David Abrams of California State University in the United States, people who have fun on the job are more creative and productive, are better decision-makers and get along better with co-workers. So start the day with a laugh and you’ll find the saying that “Laughter is the best medicine” is really true. 50

(Adapted from *The New Straits Times*, July 2003)

26 (a) From paragraph 1, what problem do most employees face?
..... [1 mark]

From paragraph 2,

27 (a) find a word that means “looking at the bright side of things”.
.....[1 mark]

(b) why is laughter therapy a cheap way to manage stress?
.....[1 mark]

28. (a) From paragraph 3, which period is considered as the prime time of one’s life?
.....[1 mark]

(b) From paragraph 5, why is laughter referred to as ‘internal jogging’?
.....[1 mark]

29. (a) From paragraph 6, how can a laughter room benefit a company?
State **two** ways.
(i)[1 mark]
(ii)[1 mark]

(b) From paragraph 7, what does the word 'contagious' suggest about laughter?

.....[1 mark]

30 Do you think "Laughter is the best medicine" for students who are under stress? Give a reason for your answer.

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

Question 31

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

- the suggestions given by Mahes to practise laughter therapy at the office.

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 form (not in note form)
- use material from **lines 21 to 45**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

Mahes suggests that laughter clubs be set up to make ...

[15 marks]

ANSWER SHEET FOR QUESTION 31

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Section D

[25 Marks]

Question 32

Read the following stanzas of *Monsoon History* and answer the questions that follow.

MONSOON HISTORY

The air is wet, soaks
Into mattresses, and curls
In apparitions of smoke.
Like fat white slugs furred
Among the timber,
Or silver fish tunnelling
The damp linen covers
Of schoolbooks, or walking
Quietly like centipedes,
The air walking everywhere
On its hundred feet
Is filled with the glare
Of tropical water.

Again we are taken over
By clouds and rolling darkness.
Small snails appear
Clashing their timid horns
Among the morning glory
Vines.

Drinking milo,
Nyonya and baba sit at home.
This was forty years ago.
Sarong-wrapped they counted
Silver paper for the dead.
Portraits of grandfathers
Hung always in the parlour.

Shirley Geok-lin Lim

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- (a) Name 2 creatures mentioned by the poet.
.....[1 mark]
- (b) What does the line “By clouds and rolling darkness” tell us about the weather?
.....[1 mark]
- (c) From the poem, how do the Babas and Nyonyas show respect for their ancestors?
.....[1 mark]
- (d) Do you think it is important to maintain our culture and tradition? Give a reason for your answer.
.....
.....[2 marks]

33 Read the extract from the short story *'The Sound Machine'* below and answer the following questions.

Again it came – a throatless, inhuman shriek, sharp and short, very clear and cold. The note itself possessed a minor, metallic-quality that he had never heard before. Klausner looked around him, searching instinctively for the source of the noise. The woman next door was the only living thing in sight. He saw her reach down; take a rose stem in the fingers of one hand and snip the stem with a pair of scissors. Again, he heard the scream.

It came at the exact moment when the rose stem was cut.

At this point, the woman straightened up, put the scissors in the basket with the roses and turned to walk away.

“Mrs. Saunders!” Klausner shouted, his voice shrill with excitement. “Oh, Mrs. Saunders!”

And looking round, the woman saw her neighbour standing on his lawn – a fantastic, arm-waving little person with a pair of earphones on his head – calling to her in a voice so high and loud that she became alarmed.

- (a) What sound did Klausner hear?
.....[1 mark]

- (b) When did Klausner hear that same note again?
.....[1 mark]

- (c) Why did Mrs. Saunders become alarmed?
.....[1 mark]

- (d) If you were Klausner’s neighbour would you be afraid of him? Give a reason for your answer.
.....
.....[2 marks]

ANSWER SHEET 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.

Shade the correct answer.

1. A B C D9. A B C D2. A B C D10. A B C D3. A B C D11. A B C D4. A B C D12. A B C D5. A B C D13. A B C D6. A B C D14. A B C D7. A B C D15. A B C D8. A B C D

MARKING SCHEME FOR ENGLISH PAPER 1 TRIAL 2008**QUESTION 1 (DIRECTED WRITING)**

CONTENT	–	15 marks
LANGUAGE	–	20 marks
TOTAL	-	35 marks

a) **CONTENT - 15 marks**

Do not award marks for the mere mention of the main idea, there must be a **lead in** e.g. C3 – One of the objectives of the English Language Week is to encourage students to speak in English.

Format: (3 marks)

F1 – Title

F2 – Paragraphing

F3 – The writer of the report

Content: (12 marks)C1 - 7th – 11th April 2008

C2 - improve English through fun activities

C3 - encourage students to speak in English

C4 - open to all students

C5 - debate

C6 - choral speaking

C7 - public speaking

C8 - spelling bee

C9 - number of winners for each activity

C10 - prizes – books & hampers

C11- students gain confidence

C12 - discover new talents

b) **LANGUAGE - 20 marks**

Marks are awarded for :

- i) Accurate English
- ii) Style and Tone appropriate to the task

CRITERIA FOR MARKING LANGUAGE (DIRECTED WRITING)**Question 1 : Directed Writing**

Mark Range	Description of Criteria
<p style="text-align: center;">A</p> <p style="text-align: center;">19 - 20</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing. • The tone is appropriate – the writer is fully aware the readers are students.
<p style="text-align: center;">B</p> <p style="text-align: center;">16 - 18</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained throughout most of the composition. • The article is written in paragraphs which show some unity and are usually linked appropriately. • The tone is appropriate – the writer is aware the readers are students.

<p style="text-align: center;">C 13 - 15</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained. • The article is written in paragraphs which show some unity, although links may be absent or inappropriate. • The tone is mostly appropriate.
<p style="text-align: center;">D 10 - 12</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. • Punctuation is generally correct but does not clarify meaning. Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning and unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value. • The article is written in paragraphs which may show some unity in topic. Lapses in tone may be a feature.
<p style="text-align: center;">E 7 - 9</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited – either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words will be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have. • The article will have paragraphs but these lack unity and links are incorrectly used or the article may not be paragraphed at all. There may be errors of sentence separation and punctuation. The tone may be inappropriate for the audience.

<p>U (i) 4 - 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but high incidence of throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all. • There may be frequent spelling errors. • The tone may not be appropriate for the audience or, if it is, may not show understanding of the detailed requirements of the task.
<p>U(ii) 2 - 3</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words. • Whole sections of the article may make little or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but its tone is hidden by the density of errors.
<p>U(iii) 0 - 1</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections of the article may make little or no sense at all or are copied from the task. • Where occasional patches of clarity occur, marks should be awarded. • Award '1' mark if some sense can be obtained. • The mark '0' should only be awarded if the letter makes no sense at all from beginning to end.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Mark Range	Description of Criteria
<p style="text-align: center;">A</p> <p style="text-align: center;">44 - 50</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing.
<p style="text-align: center;">B</p> <p style="text-align: center;">38 - 43</p>	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Sentences show some variation of length and type, including some complex sentences. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.
<p style="text-align: center;">C</p> <p style="text-align: center;">32 - 37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.
<p style="text-align: center;">D</p> <p style="text-align: center;">26 - 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. Vocabulary is usually adequate to show intended

	<p>meaning but this is not developed to show precision.</p> <ul style="list-style-type: none"> • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.
<p>E 20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.
<p>U(i) 14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all.
<p>U(ii) 8 - 13</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple requiring the reader to read and re-read before being able to understand. • At this level, there may be only a few accurate but simple sentences. • The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur. • This type of script may also be far short of the required number of words.
<p>U(iii) 0 - 7</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections may make little or no sense at all. • Where occasional patches of clarity occur, marks should be awarded.

MARKING SCHEME FOR ENGLISH PAPER 2 SPM TRIAL 2008**Paper 2****SECTION A: Question 1-15**
(15 MARKS)

Question No.	Answer
1.	D
2.	B
3.	C
4.	D
5.	B
6.	C
7.	A
8.	A
9.	C
10.	D
11.	C
12.	A
13.	B
14.	B
15.	D

SECTION B :Question 16 -25
(10 MARKS)

The assessment Objective for Section B is to assess student's ability to:

- Transfer relevant information from one text-type to another

16	A row of majestic trees
17	Delicious biscuits
18	Huge reclining Buddhist statue
19	Watching the sunrise
20	Rainbow Waterfall
21	the sun shines
22	experiencing the most tranquil moment in life
23	A heritage OR signature sights
24	signages
25	lush greenery and majestic sights

SECTION C (Questions 26 – 30)
(10 marks)

- 26 work-related stress (the phrase ***work-related*** is mandatory) (1 m)
- 27 (a) 'optimism' (1 m)
- (b) everyone possesses the natural ability to laugh / you don't have to learn how to do it or buy equipment to help you laugh; it is in you (*lifting*)/ *it is in you* (1 m)
- 28 (a) the period / the 30 years between the ages of 25 and 55 (the phrase *between the ages of 25 and 55* is mandatory) (1 m)
- (b) It keeps the mind and body fit. (1 m)
- 29 (a)
- (i) It will help boost morale among the workers.
- (ii) Reduce absenteeism
- (iii) Increase productivity
(Any two of the above) (2 m)
- (b) Laughter spreads or is passed on easily / Once you get someone to laugh, soon everyone in the room will be laughing or smiling as well. (1 m)
- 30 Yes or No with any acceptable reason. (2 m)

SECTION C (Questions 31)

(15 marks)

Summary

Content	- 10 marks
Style and presentation	- 5 marks
Total	- 15 marks

SUMMARY CONTENT POINTS

(Maximum: 10 marks)

Each Point Scores 1 Mark.

- 1 the office a fun place
- 2 (get a few people) and have a laughter therapy session for 15 minutes
- 3 members should try to identify and remove negative feelings
- 4 putting a pen between your teeth to simulate a smile
- 5 (the “Ho, Ho, Ha, Ha,” which involves) laughing while clapping your hands
- 6 you can laugh as a form of exercise (*the word ‘laugh’ is mandatory*)
- 7 it keeps the mind and body fit
- 8 a laughter room in every office
- 9 release tension / employees can use the room to practise laughter exercises, watch a funny video or sit there and just laugh their frustrations away
- 10 have a P.A. system so that someone can tell a joke of the day
- 11 just begin laughing which will have everyone following suit (as laughter is contagious)
✓ (*‘P.A. system’ must be mentioned before this point is accepted*)
- 12 post funny jokes or cartoons on bulletin board
- 13 rotate postings
- 14 best joke declared “Humour of the week”

LANGUAGE DESCRIPTORS

Marks for language: 5 marks

(Add marks for paraphrase and use of English and divide by two)

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> • sustained rephrasing • allow phrases from text which are difficult to substitute • expression is secure 	5	<ul style="list-style-type: none"> • language is accurate • occasional slips or minor errors • very well-organised and coherent throughout • marked ability to use original complex structures
4	<ul style="list-style-type: none"> • noticeable rephrasing • free from stretches of concentrated lifting • expression is generally sound 	4	<ul style="list-style-type: none"> • language is largely accurate • isolated serious errors • well-organised and coherent in most parts • some ability to use original and complex structures
3	<ul style="list-style-type: none"> • limited rephrasing • intelligent and selective lifting • expression is not always secure 	3	<ul style="list-style-type: none"> • language is sufficiently accurate • some serious errors • fairly well-organised and coherent in some parts
2	<ul style="list-style-type: none"> • wholesale copying • attempts to substitute with own language limited to single word expression 	2	<ul style="list-style-type: none"> • meaning is not in doubt • frequent serious errors • poorly organized and lacks coherence
1	<ul style="list-style-type: none"> • more or less a complete transcript of text • originality barely noticeable • mindless lifting 	1	<ul style="list-style-type: none"> • heavy frequency of serious errors • fractured syntax • incoherent

MARKING SCHEME FOR SECTION D (Literature Component)

Questions 32 - 34.

Question 32.

- fat white slugs / silver fish / centipedes / (small) snails
(accept any two) [1 mark]
- b) It was going to rain [1 mark]
- (c) i) They burn silver paper for the dead / their ancestors
ii) They hang portraits of their ancestors / grandfathers in the parlour.
(accept any one) [1 mark]
- (d) Accept any relevant answer [2 marks]

Question 33.

- (a) Throatless / inhuman shriek [1 mark]
- (b) When the (rose) stem was cut/snipped [1 mark]
- (c) Klausner called to her in a loud voice.
(accept any answer that conveys the same idea) [1 mark]
- (d) Accept any relevant answer [2 marks]

Question 34

Please refer to the marking scheme

For this question, marks are awarded as follows:

Content	10 marks
Language	5 marks
Total	15 marks

BAND FOR THE NOVEL (Question 34)

Mark Range	Content	Mark Range	Language
10 – 9	<ul style="list-style-type: none"> a consistently relevant and convincing response to the task always provides textual evidence (detailed and well-developed) 	5	<ul style="list-style-type: none"> accurate very well-organised
8 – 7	<ul style="list-style-type: none"> a relevant response to the task usually provides textual evidence (some development) 	4	<ul style="list-style-type: none"> largely accurate well-organised
6 – 5	<ul style="list-style-type: none"> an intermittently relevant response to the task provides some textual evidence 	3	<ul style="list-style-type: none"> frequent errors but meaning is never in doubt fairly organised
4 – 3	<ul style="list-style-type: none"> a response of very little relevance to the task hardly any textual evidence 	2	<ul style="list-style-type: none"> some blurring in meaning poorly organized
2 – 1	<ul style="list-style-type: none"> shows barely any understanding of the requirement(s) of the task response has no relevance to the task 	1	<ul style="list-style-type: none"> makes little or no sense at all lacks organisation

