

Section A: Directed Writing

[35 marks]

[Time suggested: 45 minutes]

You have just returned from a camping trip. You have been asked to write an **article** relating your experience on the trip for your school magazine.

- camping equipment
 - prepare necessary items
- cooking meals
 - bring cooking utensils
- group activities
 - interesting and challenging
- safety measures
 - night watch
- abide camp rules
 - be punctual
- benefit
 - teamwork

When writing your **article**, you should remember:

- to give a suitable title
- to give your name as the writer
- to use all the information given
- to provide an ending
- that your readers are the students of your school

Note:

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

<http://edu.joshuatly.com/>
<http://fb.me/edu.joshuatly>

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 a place that makes you feel safe.
2. The use of the Internet by teenagers should be controlled. Discuss.
3. How do friends motivate you?
4. Write a story ending with:
“... I was happy and I was free.”
5. Smile

KERTAS SOALAN TAMAT

NO. KAD PENGENALAN /
I.C NUMBER

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ANGKA GILIRAN /
INDEX NUMBER

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**MAJLIS PENGETUA SEKOLAH MALAYSIA
CAWANGAN PULAU PINANG**

**MODUL PENILAIAN SPM 2013
BAHASA INGGERIS**

1119/2

**Kertas 2
September
2¼ Jam**

Dua jam lima belas minit

JANGAN BUKA MODUL INI SEHINGGA DIBERITAHU

Arahan

1. Modul ini mengandungi empat bahagian ; **Bahagian A, Bahagian B, Bahagian C dan Bahagian D.**
2. Jawab **semua** bahagian dalam modul ini.
3. Soalan-soalan dalam **Bahagian A** mempunyai **empat** pilihan jawapan. Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 19.

Instructions:

1. This module consists of four sections: **Section A, Section B, Section C and Section D.**
2. Answer **all** sections in this module.
3. Questions in **Section A** have **four** options. Answer each question by blackening the correct space on page 19.

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Modul ini mengandungi 19 halaman bercetak dan 1 halaman tidak bercetak.

[Lihat halaman sebelah

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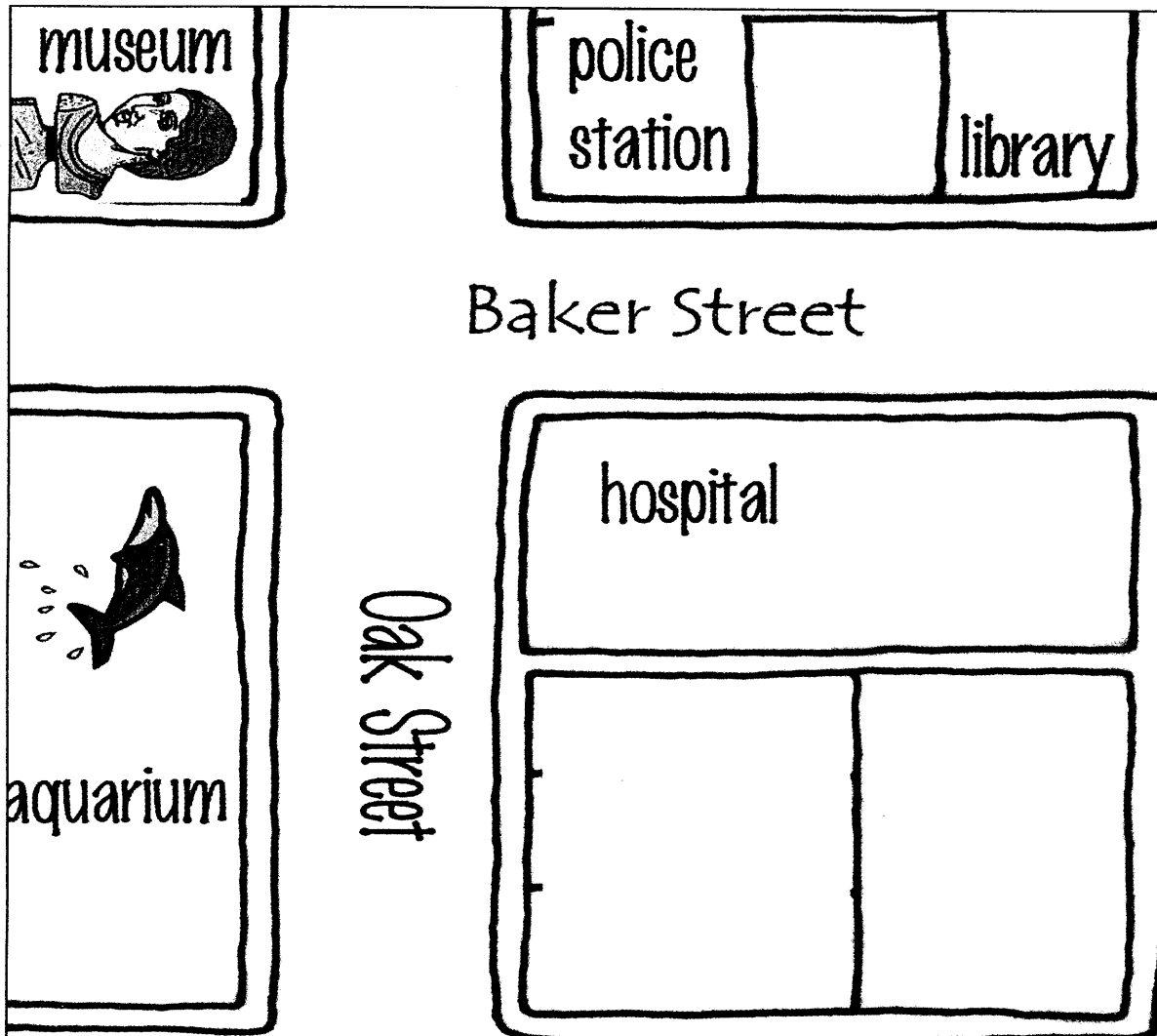
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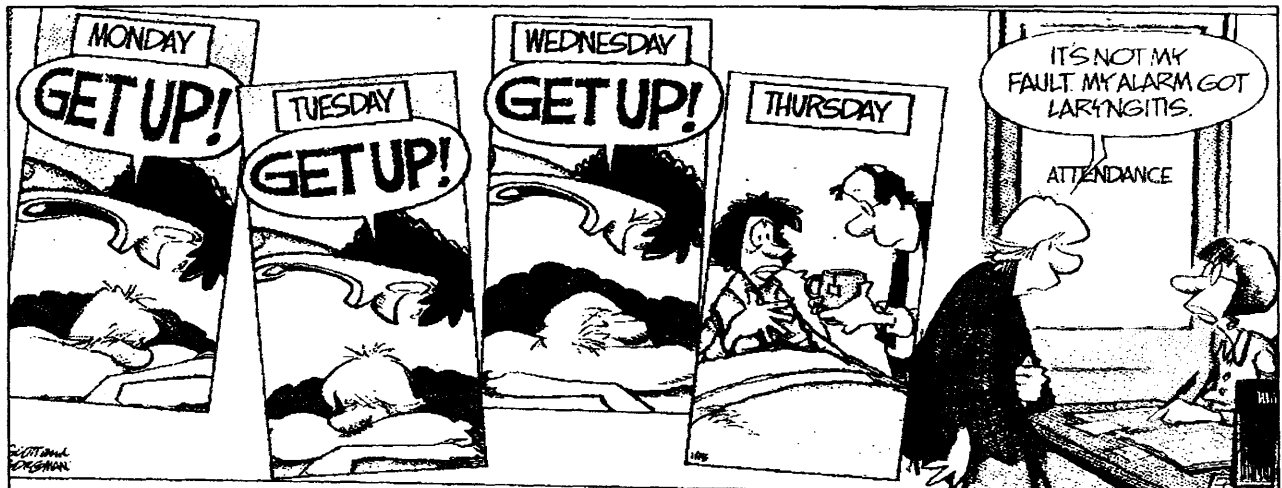
Section A

[15 marks]

[Time suggested: 25 minutes]



- 1 From the map, we know that
- A the library is opposite the police station.
 - B the police station is behind the hospital.
 - C the aquarium is next to the museum.
 - D the hospital is on Baker Street.



- 2 We know from the comic strip that
- A the boy sleeps very late at night.
 - B the boy's mother is having laryngitis.
 - C the boy does not have any difficulty in waking up.
 - D the boy blames his alarm clock for being late to work.

Is The Office Making You Sick?

'Over-illumination' is a lighting problem when artificial light is brighter than it needs to be to complete a given task. If you're sitting at your computer all day, you probably don't need your surroundings to be brighter than your computer screen. Over-illumination can lead to a series of health concerns such as eyestrain, headache, anxiety, fatigue, stress and cardiovascular disease. Bad lighting can also cause postural problems as people lean forward for an uncomfortable amount of time to avoid reflections on their computer screen.

(Source: Female 2013)

- 3 From the extract, 'over-illumination' causes
- A the computer to be brighter.
 - B people to lean forward.
 - C health problems.
 - D bad lighting.

**MONDAY
& TUESDAY
ONLY**



WITH THIS COUPON

**BUY 1, GET 1
FREE
ALL SHOES**



Buy one and get one of equal
or lesser value FREE

**VERY
FINE SHOES**

- 4 From the advertisement, we know that you will get free shoes when you
- A buy shoes on Monday or Tuesday with this coupon.
 - B produce this coupon when buying shoes on all days.
 - C purchase shoes with this coupon on Monday only.
 - D buy shoes on Monday and Tuesday only.

Dear Editor,

I am a senior citizen and depend solely on public transport to move around. The public bus service in Seremban is most deplorable. I have to wait at least 45 minutes to an hour just to board a bus that passes by Jalan Rasah. I live off the main road, so what more if a person were to live at some remote housing area.

This is not something new as the situation has been going on for many years. Those using public transport will definitely understand my problem. I appeal to the authorities concerned to do something to improve the current situation. The poor and old people like me are the ones who suffer the most.

Mr Ong
Seremban

(Source: *The Star*, June 2013)

- 5 From the letter, we know that Mr Ong is
- A annoyed.
 - B frustrated.
 - C confused.
 - D stressed.

Batu Pahat: Seeing her by the casket that carried the remains of her father, a two-year-old girl asked her grandmother if she could lie beside her father. It bled the hearts of those who heard Angel's request. The little girl did not know that her father, P. Rooneskumar, 29, was never coming back. The pub supervisor was gunned down outside a pub here while trying to calm a drunk customer down at 2 a.m. on Sunday. Rooneskumar, a single father, died on the way to the hospital. Police had seized a Proton Saga said to have been left behind by the drunk gunman, who was on the police's wanted list.

(Source: *The Star*, April 2013)

- 6 From the extract, we know that
- A Rooneskumar lived with his wife and daughter.
 - B Rooneskumar had left his car at the scene.
 - C Angel's father was drunk when he died.
 - D Angel did not know her father had died.

KUALA LUMPUR: Tour and travel companies cheer to Japan's decision to abolish visas for Malaysian tourists, with some expecting their bookings to double.

Malaysian Chinese Tourism Association (MCTA) president Paul Paw said "We expect a hike in Malaysian tourists to Japan. Last year, we handled about 140,000 Malaysian travellers and expect the numbers to double during the cherry blossom season and peak snow season."

The Japanese Embassy here, in a web posting yesterday, confirmed that Japan had made a decision on June 11 to abolish visas for short-term Malaysian visitors, adding that the date for implementation would be announced soon.

(Source: *The Star*, June 2013)

- 7 Based on the extract above, the number of tourists to Japan will increase because
- A the tour and travel companies will not expect double bookings.
 - B visas are not needed for short term Malaysian visitors.
 - C visas to Japan will not be implemented soon.
 - D it will be cherry blossom season in June.

WATCH YOUR STEPS!

- 8 This sign is telling people to be _____.
- A observant
 - B punctual
 - C careful
 - D smart

Questions 9 – 15 are based on the following passage.

Father's Day was introduced two years after Mother's Day. It almost seems that Father's Day was an afterthought.

A child's good manners or success in school always 9 to be attributed to the mother's care and guidance. Hardly anything nice is said about the father's part in 10 up a child. We do our very best and let mothers take all the credit!

When we were young, my mother was responsible for making sure we had proper food. It was my father, 11, who was responsible for making sure we ate right. Dad taught us the proper way 12 sitting at the table. Sit up straight and no leaning on the elbows. He taught us to use cutlery at 13 formal dinner setting. If you are eating noodles, especially in soup, never slurp. People are a lot more relaxed 14 a formal dinner these days but those early lessons from Dad have not been forgotten.

Dad is not so 15 about how his grandchildren behave at the dining table these days although you can see him smiling with pride whenever he sees the right etiquette.

(Source: *New Straits Times*, 2013)

- 9 A appear
 B appears
 C appeared
 D appearing

- 13 A a
 B an
 C the
 D -

- 10 A taking
 B raising
 C growing
 D bringing

- 14 A at
 B to
 C in
 D for

- 11 A besides
 B although
 C however
 D moreover

- 15 A concerning
 B concerned
 C concerns
 D concern

- 12 A on
 B in
 C of
 D about

Section B

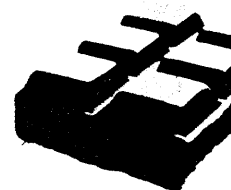
[10 marks]

[Time suggested: 25 minutes]

Questions 16 – 25

Read the following advertisement and complete the graphic organiser opposite.

Facts about Chocolate



Many thought that chocolate is bad for health. Little did they know that the myth is far from true. New research has shown that chocolate can be a part of a healthy diet after all.

Chocolate is actually not very high in caffeine. An average chocolate bar contains 6 mg of caffeine and 220 calories. Its calorie is low enough to be a part of a weight control diet if other high-calorie foods are eliminated.

Chocolate is a good source of magnesium, copper, iron and zinc. It also contains polyphenols that have been associated with a decreased risk of coronary disease. A daily serving of dark chocolate can also help lower blood pressure and improve insulin resistance.

Research has shown that eating a chocolate bar increases HDL or good cholesterol levels.

Milk chocolate may actually protect tooth enamel, and its naturally-occurring fat content means that chocolate clears the mouth of sugar faster than other candy.

Chocolate's bad reputation is slowly changing and research now shows that chocolate can be a part of an overall healthy lifestyle, when consumed in moderation.

(Adapted from <http://www.sparkpeople.com>)

Question 16-25

Using the information from the article on *Facts about Chocolate*, complete the table below.

Chocolates

Content:		Source of:
16 _____	caffeine per bar	18 _____
17 _____	calories per bar	<ul style="list-style-type: none"> • Copper
Benefits	Increase	19 _____
	Decrease	<ul style="list-style-type: none"> • Zinc
	Others	20 _____
		21 _____
		22 _____
		<ul style="list-style-type: none"> • Blood pressure
		23 _____
		24 _____
25 One should eat chocolate in _____		

Section C

[25 marks]

Questions 26 – 31 are based on the following passage.

- 1 Having a happy family is everyone's dream. A happy family would always try its best to create the fondest moments to be cherished and shared. Those moments would make us attach our heart-strings to our families and keep us coming back no matter where we are. However, nothing can stop us from having such moments and there are always ways to make this dream a reality. 5
- 2 When we have our own families, we should observe and learn from those around us. A happy family should create cuddle time but do not overdose on hugs. For example, we can spend time snuggling in bed together, making jokes or playing games. This kind of positive touch helps children feel loved and secure, plus it's fun for parents! The moment like this will surely strengthen the bond of the family. 10
- 3 While it is good for children to focus on schoolwork and extra-curricular activities, too much emphasis on them can create tension and anxiety. Therefore, it is important to make room for fun. Make time for activities that have no other purpose than to allow family members to enjoy spending time together. This can be done by taking long walks, gardening or going window shopping. Singing together is a terrific way to create a joyful family. We can make up own words to favourite tunes and dance around the living room together. 15
- 4 Moreover, a family can also exercise together. Take a run or a bike ride to a local park. At the park, take time to relax while the children play in the sandbox or on the seesaw. This kind of outing allows parents to model healthy behaviour and spend time with their children. Next, remember to have routines as children thrive when they know what to expect. So bedtime routines that involve bath, stories, and songs before sleep can minimise night time misbehaviour. A morning routine can also help us get out the door faster with little fuss. 20
- 5 A happy family is a healthy family thus we should create healthy habits. Junk food which is high in salt and sugar may be appealing, but it will play havoc with our families' health and moods. Create healthy snacking habits by placing bowls of fruits, cut-up vegetables, nuts or dried fruit in the kitchen. Moreover, try cooking together. This is another way to get children interested in healthy foods. While we are whipping up dinner with our children, we are encouraging healthy eating habits as well as teaching cooking, measurement, teamwork, and improvisational skills. Also, children who help make meals are more likely to eat them. 25 30
- 6 Furthermore, make time every day for reading as it is a good idea to read and write together. Read aloud to the children or have the whole family spend time with their own books. Cuddling up on the couch can make it even cosier. It is also important for children to spend some time writing each day. They can try journal writing and share with their parents once a while. 35

7 We should go one-on-one with the children. For families with more than one child, parents should try to spend a little time interacting just with one child each day, even if it is just for ten minutes. That precious time with a parent helps the child feel special. Next, family members should appreciate each other. We can find ways to show our appreciation. One idea is to do a little happy dance every time a child returns from school or a parent from work. 40

8 Please remember that sorry is not enough. When one of our children hurts the feeling of a sibling, it is not enough just to apologise. That child must also find a way to help heal the hurt he or she has caused by helping with a chore or sharing a toy. Parents should also reward good behaviour of their children. It is important to reinforce children's good behaviour. But there is no need to be extravagant. A visit to the zoo or a slightly later bedtime can be good motivators. 45

9 Lastly, in a family, parents should portray their love for one another. The most important thing we can do for our children is to paint a beautiful picture of our marriage. This models a good relationship for our children and helps to keep our family intact. 50

10 These are the ways that we can emulate and practise to create happy families. In short, this is a strong foundation to mould a future generation that values family relationship. 55

(Adapted from *Reader's Digest*, June 2006)

26 From paragraph 1, what would a happy family always try to do?
 (1 mark)

27 From paragraph 2, why is it important to give positive touch to children?
 (1 mark)

28 (a) From paragraph 3, state **two ways** how a family can spend time together.
 (i) (1 mark)
 (ii) (1 mark)

(b) From paragraph 4, give a benefit of exercising together.
 (1 mark)

29 (a) From paragraph 5, which word has the same meaning as **tempting**?

..... (1 mark)

(b) From paragraph 7, why should parents spend some time interacting with a child each day?

..... (1 mark)

(c) From paragraph 8, what is a good motivator for good behaviour?

..... (1 mark)

30 In your own words, why do you think it is important to have a happy family?

Reason 1 :
.....(1 mark)

Reason 2 :
..... (1 mark)

Section D

[20 marks]

[Time suggested: 35 minutes]

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

He Had Such Quiet Eyes

He had such quiet eyes
 She did not realise
 They were two pools of lies
 Layered with thinnest ice
 To her; those quiet eyes
 Were breathing desolate sighs
 Imploring her to be nice
 And to render him paradise

If only she'd been wise
 And had listened to the advice
 Never to compromise
 With pleasure-seeking guys
 She'd be free from "the hows and whys"

Now here's a bit of advice
 Be sure that nice really means nice
 Then you'll never be losing at dice
 Though you may lose your heart once or twice

Bibsy Soenharjo

- (a) From stanza 1, what has attracted the girl to the boy?

..... (1 mark)

- (b) In Stanza 2, what was the advice given to the girl.

..... (1 mark)

- (c) From stanza 3, write the line in which the poet indicates that love is a gamble.

..... (1 mark)

- (d) Suggest two advice to a friend who has been cheated.

Advice 1: (1 mark)

Advice 2: (1 mark)

ANSWER SHEET**FOR SECTION A**

Circle only **one** answer for each question. If you wish to change your answer, erase the circle that you have made. Then circle the new answer.

- | | | | | | | | | | |
|---|---|---|---|---|----|---|---|---|---|
| 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 | | | | | |

For examiner's use		
Section	Marks	
A	15	
B	10	
C	25	
D	20	
Total	70	



**MAJLIS PENGETUA SEKOLAH MALAYSIA
CAWANGAN PULAU PINANG**

**SKEMA PEMARKAHAN
MODUL PENILAIAN SPM 2013
1119/1& 2
BAHASA INGGERIS
Kertas 1 & 2**

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PAPER 1

SECTION A : Directed Writing (35 marks)

1. AWARDING MARKS FOR CONTENT

Content	:	15 marks
Language	:	20 marks
TOTAL	:	35 marks

CONTENT - 15 marks

- Do not award marks for mere mention of keywords

Format :

F1 – a suitable title	1 mark
F2 – name of writer	1 mark
F3 – suitable ending	1 mark

Content Points:

C1 - camping equipment	1 mark
C2 - prepare necessary items	1 mark
C3 - cooking meals	1 mark
C4 - bring cooking utensils	1 mark
C5 - group activities	1 mark
C6 - interesting and challenging	1 mark
C7 - safety measures	1 mark
C8 - night watch	1 mark
C9 - abide camp rules	1 mark
C10- be punctual	1 mark
C11- benefit	1 mark
C12- teamwork	1 mark

2. AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

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

CRITERIA FOR MARKING LANGUAGE
Section A : DIRECTED WRITING

Mark Range	Description of Criteria
A 19 -20	<ul style="list-style-type: none"> - <u>The language is entirely accurate</u> apart from very few 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. - <u>Vocabulary is wide</u> 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 appropriately linked. - The topic is addressed with consistent relevance. - The interest of the reader is aroused and sustained throughout the writing. - The style and tone is appropriate – informal but polite. The reader is convinced that this article is meant for school students.
B 16 - 18	<ul style="list-style-type: none"> - <u>The language is accurate</u>; occasional errors are either minor or first draft slips. - Vocabulary is wide enough to convey intended shades of meaning with precision. - Sentences show some variation of length and type, including some complex sentences. - Spelling is nearly always accurate. - Paragraphs show some evidence of planning, having 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 the composition. - The style and tone is informal and appropriate for an article.
C 13 - 15	<ul style="list-style-type: none"> - <u>The language is largely accurate</u>. - 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 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. - Spelling is generally accurate for common vocabulary. - Written in paragraphs which 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 style and tone shows some attempts have been made to achieve informality in an article but this may not be sustained.
D	<ul style="list-style-type: none"> - <u>The language is sufficiently accurate</u> for meaning to come through. - There will be <u>patches of clarity</u> particularly when simple vocabulary and structures are used. - There is some variety of sentence length and type but this may not be successful in enhancing meaning or arousing interest.

10-12	<ul style="list-style-type: none"> - Punctuation is generally correct but does not clarify meaning. - Vocabulary is adequate but lacks precision. Simple words are spelt correctly but errors may occur when unfamiliar words are used. - 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. - The style may not be appropriate as an article.
E 7 - 9	<ul style="list-style-type: none"> - <u>Meaning is never in doubt</u>, but <u>single word errors are sufficiently frequent and serious to hamper precision and speed of reading.</u> - Some simple structures will be accurate, but accuracy is not sustained. - Vocabulary is limited and either too simple to convey precise meaning or are imperfectly understood. - Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. - Paragraphs lack unity. Links are incorrectly used. There may be errors of sentence separation and punctuation. - The style may fail to achieve the informality required of an article. If it does, it may not show understanding of the detailed requirements of the task. The tone may not be appropriate for an article.
U (i) 4-6	<ul style="list-style-type: none"> - <u>Meaning is fairly clear</u> but the incidence of error is high and definitely impedes 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. There may be frequent spelling errors. - Punctuation will sometimes be used correctly but sentence separation errors may occur. - Paragraphs lack unity or there may not be any paragraphs at all. - The tone and style is inappropriate for an article.
U(ii) 2-3	<ul style="list-style-type: none"> - <u>Sense will be decipherable</u>, but some of the errors will be multiple, requiring the reader to <u>re-read and re-organise before meaning becomes clear.</u> - At this level, there may be only a few accurate but simple sentences. - This type of script may also be far short of the required number of words. - Whole section of the article may make little or no sense. There are unlikely to be one or more accurate sentences. The content is comprehensible, but its tone is hidden by the density of errors.
U(iii) 0-1	<ul style="list-style-type: none"> - Scripts in this category are almost entirely impossible to read. - Whole sections may make no sense at all or are copied from the task. - Award '1' mark if some sense can be obtained. - The mark '0' should only be awarded if the article makes no sense at all from the beginning to end.

Section B : Continuous Writing

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Mark Range	Description of Criteria
A 44 – 50	<ul style="list-style-type: none"> * Language is entirely accurate * Sentence structure is varied * Vocabulary is wide * Punctuation is accurate * Spelling is accurate * Paragraphs are well-planned * The topic is addressed properly
B 38 – 43	<ul style="list-style-type: none"> * Language is accurate * Vocabulary is wide enough to convey meaning * Sentences show some variation * Punctuation is almost always accurate * Spelling is nearly always accurate * Paragraphs show some evidence of planning * Relevant to the topic and interest of readers are aroused
C 32 – 37	<ul style="list-style-type: none"> * Language is largely accurate * Simple structures used without errors * Vocabulary is wide enough to convey meaning * Sentences show some variety of structures * Punctuation of simple structures is accurate * Simple words may be spelt correctly * Essay is written in paragraphs which show unity
D 26 – 31	<ul style="list-style-type: none"> * Language is sufficiently accurate * Patches of clear accurate language * Some variety of sentence type * Punctuation is generally correct * Simple words spelt correctly * Paragraphs are used but lack planning or unity * Topic is addressed with some relevance
E 20 – 25	<ul style="list-style-type: none"> * Meaning is never in doubt * Some simple structures may be accurate * Vocabulary is limited * Simple words may be spelt correctly * Paragraphs lack unity * Subject matter partially explained * High incidence of linguistic errors
U (I) 14 – 19	<ul style="list-style-type: none"> * Meaning is fairly clear * Single word type errors * Very few accurate sentences * Frequent errors may cause blurring * Sentences are simple and often repetitive * Punctuation will sometimes be used correctly * Paragraphs lack unity

U (ii) 8 – 13	<ul style="list-style-type: none">* Make some sense but are multiple in nature* Only a few accurate simple sentences* Incidence of linguistic error is high* Far too short of the required number of words
U(iii) 0 -7	<ul style="list-style-type: none">* Almost entirely impossible to read* Make little or no sense at all

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PAPER 2

SECTION A

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

SECTION B

16 6 mg

17 220

18 magnesium

19 iron

} *in any order*

20 insulin resistance

21 HDL / good cholesterol level

} *in any order*

22 risk of coronary disease

23 protects tooth enamel

24 clears mouth of sugar faster than candy

} *in any order*

25 moderation

*** REMINDER TO TEACHERS:**

Accept ONLY the answers given above.

SECTION C

Questions 26 – 30

No	Answers	Allowed Lifting	Mark(s)
26	create the fondest moments	Line 1-2 <i>A happy family would... fondest moments.</i>	1
27	helps them / children feel loved and secure	Lines 9 <i>This kind of...fun for parents</i>	1
28 (a)	Taking long walks Gardening Going window shopping Singing together Dancing together <i>(Accept any two)</i>	Lines 14-15 <i>This can be...shopping.</i> Lines 15-16 <i>Singing together... family.</i> Lines 16-17 (partial lifting) <i>...dance around...together.</i>	2
28 (b)	Relax Parents to model healthy behaviour Spend time with their children <i>(Accept any one)</i>	Lines 19-20 <i>At the park... seesaw.</i> Lines 20-21 <i>This kind of...children.</i>	1
29 (a)	appealing		1
29 (b)	helps the child feel special	Line 40-41 <i>That precious time... feel special.</i>	1
29 (c)	A visit to the zoo a slightly later bedtime reward <i>(Accept any one)</i>	Lines 48-49 <i>A visit...motivators.</i> Line 47 <i>Parents...children</i>	1
30	to be happy in life to become a better person to shape an upcoming generation <i>(Any other acceptable answers)</i>	No lifting	2

31. Summary

NO	CONTENT	LIFTING LINES
1	Create cuddle time	7
2	Make room for fun	12-13
3	Sing together	15-16
4	Exercise together	18
5	Remember to have routines	21-22
6	Create healthy habits	25
7	Cook together	28
8	Read and write together	33-34
9	Try to spend a little time just with one child each day	38-39
10	Parents and kids should appreciate each other	41
11	Help heal the hurt of the other sibling who is hurt	45-46
12	Reward good behaviour	47
13	Parents should portray their love for one another	50
14		
15		

* *Notes to teachers:*

- *When lifting is made, pronouns have to be changed accordingly.*
- *Only penalise the first point with incorrect pronoun. Subsequent content point will be awarded accordingly.*

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 +

Content - 10
Language - 5 +
15 marks

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

STYLE AND PRESENTATION DESCRIPTORS FOR SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
5 Excellent	<ul style="list-style-type: none"> - a sustained attempt to rephrase the 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

- 32 (a) His eyes / His quiet eyes 1 mark
- (b) Never to compromise with pleasure-seeking guys 1 mark
- (c) Then you'll never be losing at dice / Line 16 1 mark
- (d) i. Any logical action 1 mark
Eg: I will tell her to be more careful in the future.
- ii. Any logical reason 1 mark
Eg: I would advise her not to trust a boy so easily.

33. Content and Language Descriptors

Mark	CONTENT	Mark	LANGUAGE
9 – 10	<ul style="list-style-type: none"> – Response is consistently relevant and convincing to the specified task. – Detailed and well-developed textual evidence is provided 	5	<ul style="list-style-type: none"> – Language is accurate – Response is very well-organised
7 – 8	<ul style="list-style-type: none"> – Response relevant to the specified task – Textual evidence with some development is provided 	4	<ul style="list-style-type: none"> – Language is largely accurate – Response is well-organised
5 – 6	<ul style="list-style-type: none"> – Response likely to be intermittently relevant to the specified task – Some textual evidence with little development is provided 	3	<ul style="list-style-type: none"> – Meaning is never in doubt but errors are becoming frequent – Response is fairly well-organised
3 – 4	<ul style="list-style-type: none"> – Response is of little relevance to the specified task – Little textual evidence is provided 	2	<ul style="list-style-type: none"> – Frequent errors with some blurring – Response is poorly-organised
1 – 2	<ul style="list-style-type: none"> – Response has no relevance to the novel read 	1	<ul style="list-style-type: none"> – Makes little or no sense – Response lacks organisation

TABLE OF TEST SPECIFICATIONS
MODUL PENILAIAN SPM MPSM 2013
BAHASA INGGERIS 1119/2

NO	TOPIC / SECTION	DIFFICULTY LEVEL																TOTAL ITEMS		
		LOW					MEDIUM					HIGH								
		Knowledge			Comprehension		Application			Analysis		Synthesis			Evaluation					
1	SECTION A : Graphics Materials & Short Texts	1	8		3	4	7	2								5	6		8	
2	SECTION A : Cloze Passage	1	13	14				9	12	15					10				7	
3	SECTION B : Information Transfer	16, 17, 18, 19, 25						20, 21, 22, 23, 24											10	
4	SECTION C : Reading Comprehension				26, 27, 28a, 28b, 29b, 29c										30			29a		8
5	SECTION C : Summary											31							1	
6	SECTION D : Poem				32a	32b									32c			32d		4
7	SECTION D : Novel																33		1	
TOTAL NO. OF ITEMS		10			11			9			1		3			5			39	
PERCENTAGE		25.6			28.2			23.1			2.6		7.7			12.8			100%	

TABLE OF TEST SPECIFICATIONS
MODUL PENILAIAN SPM MPSM 2013
BAHASA INGGERIS 1119/1

NO	TOPIC / SECTION	DIFFICULTY LEVEL																TOTAL ITEMS								
		LOW						MEDIUM						HIGH												
		Knowledge			Comprehension			Application			Analysis			Synthesis		Evaluation										
1	DIRECTED WRITING																1								1	
2	CONTINUOUS WRITING																1/2/3/4/5									1
TOTAL NO. OF ITEMS														2				2								
PERCENTAGE														100%				100%								