

SULIT



JABATAN PELAJARAN NEGERI TERENGGANU

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2011**

1119/1

BAHASA INGGERIS

Kertas 1

Ogos 2011

1 $\frac{3}{4}$ jam

Satu jam empat puluh lima minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi **dua** bahagian: *Bahagian A dan Bahagian B.*
2. Jawab **kedua-dua** bahagian.
3. Jawapan anda hendaklah ditulis dalam buku jawapan yang disediakan. Sekiranya ruang jawapan tidak mencukupi, sila dapatkan helaian tambahan daripada pengawas peperiksaan.
4. 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: **Section A and Section B.**
2. Answer **both** sections.
3. Your answer must be written in the answer booklet provided. If the spaces in the booklet are insufficient, please request the additional answer sheets from the invigilator.
4. You are advised to spend about 45 minutes on **Section A** and one hour on **Section B.**

Disediakan oleh:

AKRAM NEGERI TERENGGANU

Dengan Kerjasama:

MPSM NEGERI TERENGGANU

Dibiayai oleh:

KERAJAAN NEGERI TERENGGANU

TERENGGANU NEGERI ANJUNG ILMU

Dicetak oleh:

Percetakan Yayasan Islam Terengganu Sdn. Bhd.

Tel: 609-666 8611/6652/8601 Faks: 609-666 0611/0063

Kertas soalan ini mengandungi 3 halaman bercetak

Section A: Directed Writing
[35 marks]

[Time suggested: 45 minutes]

You feel that your school library needs changes to attract more students to visit it. Write a **letter** to the library teacher stating your suggestions on the changes need to be done to the library. You should also provide the reasons for the changes.

Use the following notes to write your letter.

Changes need to be done	Reasons
increase the number of novels	fiction section lacks books
get dictionaries of the latest edition	dictionaries not up-to-date
rearrange the shelves and furniture	positions not conducive to reading
repaint the walls	dull wall colour
add more fans / be air-conditioned	poor ventilation
place more librarians at the counter	long queue during recess

When writing the letter, you **must**:

- address the letter to the library teacher
- to lay out the letter in the correct format
- to include **all** the notes given
- that the letter is formal

Note :

*For your letter, 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 Describe a unique person whom you know.
- 2 “Teenagers are technology addicts.” Do you agree? Support your opinion.
- 3 How to be stress free.
- 4 Write a story ending with:
“From him I learned to forgive.”
- 5 School

KERTAS SOALAN TAMAT

SULIT

1119/2

Nama : Tingkatan :



JABATAN PELAJARAN NEGERI TERENGGANU

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2011
BAHASA INGGERIS**

1119/2

Kertas 2

Ogos 2011

2 $\frac{1}{4}$ jam

Dua jam lima belas minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi empat bahagian. Bahagian A, Bahagian C dan Bahagian D.
2. Jawab *semua* bahagian dalam kertas soalan ini.
3. Soalan-soalan dalam Bahagian A mempunyai tiga atau empat pilihan. Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 17.
4. Anda dinasihati supaya mengambil masa 25 minit untuk Bahagian A, 25 minit untuk Bahagian B, 50 minit untuk Bahagian C dan 35 minit untuk Bahagian D.

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 three or four options. Answer all the questions by blackening the correct space on page 18.
4. 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.

Disediakan oleh: AKRAM NEGERI TERENGGANU Dengan Kerjasama: MPSM NEGERI TERENGGANU Dibiayai oleh: KERAJAAN NEGERI TERENGGANU

TERENGGANU NEGERI ANJUNG ILMU

Dicetak oleh:
Percetakan Yayasan Islam Terengganu Sdn. Bhd.
Tel: 609-666 8611/6652/8601 Faks: 609-666 0611/0063

Kertas soalan ini mengandungi 17 halaman bercetak

Section A
[15 marks]

RM 1,500 to Win!

Student's Digest - the world leading teenage magazine - is awarding RM1,500 every month in a Monthly Cash Contest. Just go to our website and you could be one of the winners. Winner's judging will be done on the second Tuesday of each month and you could be among those who will be RM1,500 richer!

1 The advertisement is about

- A a contest
- B a magazine
- C a website

Don't treat workers like machines

Workers are human. They are psychological, emotional and biological beings. They are not 24-hour machines. Don't treat them like machines. Every worker, regardless of his level in the organisation, has dignity and shall be treated with dignity.

(Adapted from The Star, May 2nd, 2011)

2 From the extract above, we know that

- A the employers should treat their workers humanly
- B the employers should treat their workers according to their ranks
- C the workers should know their level in the organisation
- D the workers should respect those of higher levels

Study Tips – for Parents

- **Help your child prepare** a study schedule, and review it together every morning.
- **Create a special work environment** that encourages best efforts and makes it easier for your child to get into study mode.
- **Get involved.** Your interest shows them that school is important.

- 3 According to the tips, parents should
- A prepare the study schedule for their children.
 - B teach their children at home.
 - C work together with their children.
 - D provide a conducive learning area at home



- 4 When the boy said he was in hot water, we know that he would
- A face the principal
 - B be in trouble
 - C get hurt
 - D be late

Keep it light

Eating the right food can help you sleep better but not eating can affect your sleep. If you are not keen on eating a full meal before bedtime, fruit is an excellent alternative.

(New Straits Times, May 27, 2011)

- 5 From the article, we know that
- A one should not eat anything before sleeping
 - B eating fruit can help one sleep better
 - C one cannot sleep if one is too full
 - D eating fruit is a must before sleeping

I **embrace** my experiences with grace and gratitude.

- 6 The word **embrace** in the excerpt can best be replaced with
- A hug
 - B hold
 - C collect
 - D accept



Thai Airline makes wishful thinking come true in Moscow

As of December 1st you can enjoy non-stop flights from Bangkok to Moscow 3 times a week. You will be there before you realize it. Moscow will unveil to you a splendour you would have never expected.

- 7 According to the above advertisement, people will be able to
- A enjoy the beautiful scenery in Bangkok
 - B make a wish once they are in Moscow
 - C save a lot of time travelling to Moscow
 - D fly to Moscow 3 times a week by any airline

Fresh from the deep

Something tantalising at
The Grill House

- 8 The advertisement above is meant for people who love
- A cave exploration
 - B deep-sea diving
 - C good food
 - D steel work

Questions 9 – 15 are based on the following passage

It was an unseasonably hot day. Everybody was looking for some kind of relief, so an ice cream store was 9 natural place to stop.

A little girl, clutching her money tightly, 10 the store. Before she could say a word, the store clerk 11 told her to get outside and read the sign on the door, and stay out until she put on some shoes. She left slowly, and a big man followed her out of the store.

He watched as she stood in front of the store and read the sign: "No Bare Feet." Tears started rolling down her cheeks as she turned and started to walk 12. Just then the big man called to her. Sitting down on the curb, he took off his size-12 shoes, and set them in front of the girl saying, "Here, you will not be able to walk in 13, but if you sort of slide along, you can get your ice cream cone."

Then he lifted the little girl up and set her feet into the shoes. "Take 14 time," he said, "I get tired of moving them around, and it will feel good to just sit here and eat my ice cream." The shining eyes of the little girl could not be missed as she 15 up to the counter and ordered her ice cream cone.

He was a big man, all right. Big belly, big shoes, but most of all, he had a big heart.


- | | | | |
|----|----------------|----|------------|
| 9 | A a | 13 | A this |
| | B an | | B that |
| | C the | | C these |
| | | | D those |
| 10 | A enter | 14 | A our |
| | B enters | | B my |
| | C entered | | C his |
| | D entering | | D your |
| 11 | A huskily | 15 | A strolled |
| | B sharply | | B shuffled |
| | C cautiously | | C scurried |
| | D surprisingly | | D sprinted |
| 12 | A away | | |
| | B about | | |
| | C into | | |
| | D down | | |

Section B

[10 marks]

Questions 16 – 25

Read the synopses of these movies below and complete the tasks given.

<p style="text-align: center;">Insomnia</p> <p>Al Pacino delivers an intense performance as a police detective who loses sleep over guilt for killing his partner and slowly becomes mentally unstable in this brilliant psychological drama directed by Christopher Nolan.</p>	<p style="text-align: center;">A Nightmare on Elm Street</p> <p>On Elm Street, everybody knows that the only way to stay alive and safe from the razor-sharp murderous clutches of the evil Freddy Krueger is not to fall asleep – since he generally appears in his victims' nightmares.</p>
<p style="text-align: center;">While You Were Sleeping</p> <p>Who can forget sweet Sandra Bullock in this charming romantic comedy where she falls with the brother (played by Bill Pullman) of her fiancé while the latter was in a coma.</p>	<p style="text-align: center;">Chasing Sleep</p> <p>College professor Ed Saxon (Jeff Daniels) awakens to discover that his wife is missing. He loses sleep trying to grasp the real reason behind her disappearance.</p>
<p style="text-align: center;">Sleeping Beauty</p> <p>Despite her sleeping on the job, Aurora still manages to steal a prince's heart. Well, that's a fairy tale for you, folks.</p>	

Questions 16 – 19

Read the situations below and recommend the movie to the people concerned.

<i>Situation</i>	<i>Movie</i>	
Ann just wants to enjoy herself without having to think.	16	1 mark
Mrs. Wong, a widow, loves romantic genre very much.	17	1 mark
Samuel prefers watching thrillers.	18	1 mark
Jeff aspires to become a detective.	19	1 mark

Questions 20 – 25

Based on the synopses, write suitable answers to the following questions.

20 Why is the main character in *Chasing Sleep* unable to sleep?

.....[1 mark]

21 Where is the movie *A Nightmare on Elm Street* set?

.....[1 mark]

22 In the movie *While You were Sleeping*, who is the **latter** referred to?

.....[1 mark]

23 Who is the director of *Imsonia*?

.....[1 mark]

24 What should one do to stay alive and safe in *A Nightmare on Elm Street*?

.....[1 mark]

25 What happens to the lead role in *Insomnia* at the end of the story?

.....[1 mark]

Section C

[25 marks]

Questions 26-31 are based on the following passage.

The following passage is about a group of people working together to build extra classrooms at a school in Sikkim, India.

- 1 Sikkim, way up in the north of India is a remote, mountainous province sitting in the shadow of Kanchenjunga, the third highest peak in the world. It has a lush climate that lets almost anything grow, mainly due to the large amount of rainfall of about 300 centimetres every year. The rain helps plants grow as well as it wrecks the road every year. 5
- 2 In the dry season, the roads cling precariously to steep hillsides and ridges. During the monsoon, *they* end up in the river at the bottom of the valley. This makes getting to the local state schools more than a little difficult for students, many of whom live in isolated communities. If the road has only been partly washed away, they still have to wade through mud to get to school. If, as often happens, the road is destroyed, they simply cannot go. 10
- 3 "We want our children to get a better education, but there wasn't any alternative," said Santabir Limboo, a village elder in West Sikkim. So Limboo and the other village elders set up their own private school in a rented village house. The children came in droves from villages in the area. No more long muddy walks, hence all-year-round tuition and happy students. But the new school was so successful that it led to another problem – lack of space. 15
- 4 Limboo and other village elders were at loss. Then they spoke to a local tourism activist, Supratim Raj Basu. Basu had previously founded Help Tourism, dedicated to improving the way of life of remote villagers, but not at the expense of their culture or environment. Basu had already proven before that sensitive developments could bring both improvements and a sense of value to remote communities. He was sure the same approach would work to help the washed-out students. 20
- 5 Basu had the ideas and the experience. The villagers had provided the land. However, they did not have the manpower or the money to bring the experts needed. Unexpectedly, a few thousand kilometres away, in Singapore, some Rover Scouts were looking for a challenge that would extend their overseas experience, preferably doing something concrete to help a third-world community. The scout leader, Jeremy Chang had the experience building environmentally sensitive structure out of local materials. All that was needed was the link to bring all these pieces together. 25 30
- 6 Jane Low, a manager for international airline Jet Airways had already had discussions with the scouts about their travel arrangements. So when Basu mentioned the situation of the school in West Sikkim, she realized she had the key to providing the solution to Limboo's classroom-squeeze problem. Low got the approval from her boss to arrange for the scouts to fly out to Sikkim on a Jet Airways flight: they would bring their expertise and muscle power to bear on the school, and the students would soon have extra classrooms to learn. Perfect. 35

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- 7 Back in Singapore, Chang started drawing up plans for the extension. First they would need local materials: strong bamboo poles to support the roof and local timber to make crossbeams. The roofs would be corrugated iron, brought in on trucks when the roads were good. Limboo told other villagers of the plan and they started preparing local materials needed for the construction. 40
- 8 The scouts duly arrived after a five-hour jeep ride along those disposable roads to the village. For a week, they cut, hammered, sawed, drilled and nailed as long as there was light until the frame emerged. 'We had to work with what we had,' says Chan. "When the electric drill stopped working, we use a hand drill." Nine days later, the job was done. The extension was built, ready to provide room for 50 or so students to learn all year round. 45

(Adapted from *Discovery Channel Magazine*, August 2010)

- 26 (a) From paragraph 1, what makes almost anything grow easily in Sikkim?

..... [1 mark]

- (b) From paragraph 2, what does the word **they** refer to?

..... [1 mark]

- 27 (a) From paragraph 3, give a factor that enabled students to attend the private school all year long.

..... [1 mark]

- (b) From paragraph 4, what was Basu's main concern of the village when improving the way of life of remote villagers?

.....
..... [1 mark]

- 28 (a) From paragraph 5, what kind of experience were the scouts looking for?

.....
..... [1 mark]

- (b) From paragraph 6, how did Jane Low help to overcome the difficulties faced by the students in Sikkim?

.....
..... [1 mark]

29 (a) From paragraph 7, name one local material needed for the construction.

..... [1 mark]

(b) From paragraph 8, give evidence that shows the journey experienced by the scouts was a challenging one.

.....

..... [1 mark]

30 Why do you think the people involved put a lot of effort in building the extra classrooms for the students in Sikkim?

.....

.....

..... [2 marks]

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

- the problems faced by the students
- how the people helped to solve the problems

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 **line 7 to the end**
- not be longer than **130 words, including the 10 words** given below.

Begin your summary as follows:

During the monsoon, getting to school was difficult for students ...

[15 marks]

Section D
[20 marks]

- 32 Read the following stanzas of *Are You Still Playing Your Flute?* and answer the questions that follow.

Are you still playing the flute?
In the village so quiet and deserted
Amidst the sick rice field
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.

Are you still playing your flute?
The more it disturbs my conscience
to be thinking of you
in the hazard of you
my younger brothers unemployed and desperate
my people disunited by politics
my friend slaughtered mercilessly
this world is too old and bleeding

Zurinah Hassan

- (a) Write down the line that shows the persona has little time for recreation.

.....[1 mark]

- (b) State **two** problems mentioned in the last stanza.

(i)[1 mark]

(ii)[1 mark]

- (c) In your own words, suggest **two** ways to make the world a better place.

(i)
.....[1 mark]

(ii)
.....[1 mark]

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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.

Being responsible is one of the important values shown in the novel you have studied.
Give instances of events in which this value is portrayed.

[15 marks]

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ANSWER SHEET FOR QUESTION 33

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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.

EXAMPLE :

☐ A ☐ B ☒ C ☐ D

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

Section	Mark	
A	15	
B	10	
C	25	
D	20	
Total	70	

KERTAS SOALAN TAMAT

SULIT



JABATAN PELAJARAN TERENGGANU

PERATURAN PEMARKAHAN
PEPERIKSAAN PERCUBAAN SPM 2011

BAHASA INGGERIS
1119/ 1 & 1119/2

SULIT

PEPERIKSAAN PERCUBAAN SPM TAHUN 2011
TINGKATAN 5
BAHASA INGGERIS 1119/ 1 & 1119/2

PERATURAN PEMARKAHAN

PAPER 1

SECTION A : DIRECTED WRITING

Award marks for:

(a)	Format	3 marks
(b)	Content	12 marks
(c)	Language	20 marks
(d)	Total	35 marks

Detailed Marking Instructions

Detailed Marking Instructions

(a) Format: Formal Letter		8 Features	<u>No of correct features</u>	
Sender's address			7, 8	3 marks
Recipient's address				
Date			4,5,6	2 marks
Salutation (Dear Sir/Madam)			2,3	1 mark
Title/reference			0,1	0 mark
Signing off	Yours faithfully			
	signature			
	name			

(b) Content	Point	Mark
Mention of "increase the number of novels"	C1	1
Mention of "fiction section lacks books"	C2	1
Mention of "get dictionaries of the latest edition"	C3	1
Mention of "dictionaries not up-to-date"	C4	1
Mention of "rearrange the shelves and furniture"	C5	1
Mention of "positions not conducive to reading"	C6	1
Mention of "repaint the walls"	C7	1
Mention of "dull wall colour"	C8	1
Mention of "add more fans / be air-conditioned" (either one)	C9	1
Mention of "poor ventilation"	C10	1
Mention of "place more librarians at the counter"	C11	1
Mention of "long queue during recess"	C12	1

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MARKING METHOD FOR LANGUAGE

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicate by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Band Description
A 19-20	Language is accurate . Sentences are varied in structure, length and type for effect. Vocabulary is precise and sophisticated . Paragraphs have unity and are properly linked. Tone is appropriate to a formal letter.
B 16-18	Language is almost always accurate (minor errors). Sentence structures varied and interesting. Vocabulary wide enough to convey intended shades of meaning. Spelling is nearly always accurate. Paragraphs show unity and are appropriately linked. Tone is appropriate to a formal letter.
C 13-15	Language is generally accurate . Simple structures are accurate . Vocabulary is accurate, some may lack precision. Paragraphs show unity and are appropriately linked. Tone may be inconsistent.
D 10-12	Language is sufficiently accurate to communicate meaning clearly. Patches of clear accurate language when used in simple structures. Vocabulary is adequate, some may lack precision. Simple words are correctly spelt. Paragraphs may not be properly linked.
E 7-9	Errors are sufficiently frequent. Serious errors hamper speed of reading but meaning is never in doubt . Some simple structures are accurate but not sustained. Vocabulary is limited or too simple. Simple words are correctly spelt. Paragraphs may lack unity. Linkers may be absent or incorrectly used.
Ui 4-6	Frequent and serious 'single word' errors impede reading but meaning is fairly clear . There may be a few simple and accurate sentences. Vocabulary is limited. Spelling errors are frequent. Paragraphs lack planning.
Uii 2-3	Sense will be decipherable, but errors are multiple – requiring re-reading and reorganizing. There may be one or two accurate sentences. Makes little sense, barely comprehensible.
Uiii 0-1	Very little or no sense

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SECTION B: CONTINUOUS WRITING

Indicate errors in language by underlining the word or phrase where the mistakes occur. Indicate by a tick (/) any good appropriate vocabulary, structure and tone. Award marks on a 'best-fit' basis by referring to the table of band descriptors below.

Band/mark	Description of Criteria
A 44-50	Language – entirely accurate Sentences – varied in structure, length and type to achieve a particular effect. Vocabulary – wide and precise Spelling – accurate Punctuation – accurate and helpful. Paragraphs – well-planned, have unity and properly linked. Task fulfillment – topic well-addressed with consistent relevance. Interest is aroused and sustained.
B 38-43	Language – accurate, occasional minor errors. Sentences – some variations in length and type including some complex structure. Vocabulary – wide enough to convey intended shades of meaning. Spelling – nearly always accurate Punctuation – accurate and generally Paragraphs – show some planning, have unity and appropriately linked. Task fulfillment – the writing is relevant to the topic. Interest is aroused and sustained.
C 32-37	Language – largely accurate Sentences – simple structures are accurate. Sentences may show variety in structure and length but tend to be of one type – monotonous. Vocabulary – sufficient to convey intended meaning but may lack precision. Spelling – simple words are correctly spelt. Punctuation – generally helpful. Paragraphs – some planning and unity, although links may be absent or inappropriate. Task fulfillment – the writing is relevant but may lack originality. Some interest is aroused but not sustained.
D 26-31	Language – sufficiently accurate to communicate meaning. Patches of clarity when simple sentences and vocabulary are used. Sentences – some variety of sentence types and length but the purpose is not clear. Vocabulary – usually adequate to show intended meaning but inaccurate. Spelling – simple words spelt correctly. Punctuation – fairly helpful. Paragraphs – lack of planning or unity. Task fulfillment – topic is addressed with some relevance. Lacks liveliness.
E 20-25	Language – meaning is never in doubt but errors are sufficiently frequent to hamper reading. Sentences – simple structures may be accurate but not sustained. Vocabulary – limited, too simple to convey precise meaning or may be too ambitious but inaccurate. Spelling – simple words correctly spelt but frequent errors making reading difficult. Punctuation – fairly helpful. Paragraphs – lack unity or haphazardly arranged. Task fulfillment – subject matter is only partially relevant. Lacks liveliness.

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Ui 14-19	Language – many serious errors of various kinds throughout the script but meaning is fairly clear . The errors are mainly of single word type. They could be corrected without rewriting the whole sentence. Sentences – simple and often repetitive. Vocabulary – frequent errors cause blurring. Spelling – frequent errors. Paragraphs – ignorant of rules. Paragraphs – haphazardly arranged, may be absent. Task fulfillment – limited subject matter or partially treated. Interest is not aroused.
Uii 8-13	Language – The readers are able to get some sense but errors are multiple in nature; re-reading is necessary. Sentences – only a few accurate sentences, however simple. Sense – content may be comprehensible but high frequency of errors distorts meaning. Task fulfillment – script may be far short of required length.
Uiii 0-7	Sense/task fulfillment – almost entirely impossible to read. Make little or no sense.

PAPER 2

SECTION A [15 MARKS]

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

SECTION B [10 MARKS]

No	Answers	Mark
16	Sleeping Beauty / While You Were Sleeping	1
17	While You Were Sleeping	1
18	A Nightmare On Elm Street	1
19	Insomnia	1
20	Trying to grasp the real reason behind her/his wife's disappearance / his wife is missing	1
21	On Elm Street	1
22	Sandra Bullock's/the woman's fiancé	1
23	Christopher Nolan	1
24	not to fall asleep	1
25	(slowly becomes) mentally unstable	1

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Ui 14-19	Language – many serious errors of various kinds throughout the script but meaning is fairly clear. The errors are mainly of single word type. They could be corrected without rewriting the whole sentence. Sentences – simple and often repetitive. Vocabulary – frequent errors cause blurring. Spelling – frequent errors. Paragraphs – ignorant of rules. Paragraphs – haphazardly arranged, may be absent. Task fulfillment – limited subject matter or partially treated. Interest is not aroused.
Uii 8-13	Language – The readers are able to get some sense but errors are multiple in nature; re-reading is necessary. Sentences – only a few accurate sentences, however simple. Sense – content may be comprehensible but high frequency of errors distorts meaning. Task fulfillment – script may be far short of required length.
Uiii 0-7	Sense/task fulfillment – almost entirely impossible to read. Make little or no sense.

PAPER 2

SECTION A [15 MARKS]

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

SECTION B [10 MARKS]

No	Answers	Mark
16	Sleeping Beauty / While You Were Sleeping	1
17	While You Were Sleeping	1
18	A Nightmare On Elm Street	1
19	Insomnia	1
20	Trying to grasp the real reason behind her/his wife's disappearance / his wife is missing	1
21	On Elm Street	1
22	Sandra Bullock's/the woman's fiancé	1
23	Christopher Nolan	1
24	not to fall asleep	1
25	(slowly becomes) mentally unstable	1

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SECTION C [25 MARKS]

Reading Comprehension

26	(a) large amount of rainfall	1 mark
	(b) the roads	1 mark
27	(a) there were no more long muddy walks	1 mark
	(b) not at the expense of their culture or environment / he made sure their culture or environment was preserved	1 mark
28	(a) challenging overseas experience / doing something concrete to help a third-world community	1 mark
	(b) (got the approval from her boss) to arrange for the scouts to fly out to Sikkim	1 mark
29	(a) bamboo / timber	1 mark
	(b) (they had) a five-hour jeep ride along those disposable roads	1 mark
30	Accept any answers with the idea that shows education is important / students can go to school / students get opportunities to learn	2 marks

Summary (15 marks)

Question 31

Annotate as follows:

CONTENT	- 10
LANGUAGE	- 5
<hr/>	
TOTAL	15
<hr/>	

Awarding Content Marks:

No	Content	Mark
1	if the road is partly washed away, children have to wade through mud	1
2	if the road is destroyed, children cannot go to school	1
3	Limboo and the villagers set up their own private school (in a rented village house)	1
4	lack of space (in a rented village house)	1
5	Limboo and the village elders spoke to Basu	1
6	the villagers had provided the land	1
7	Basu mentioned the situation of school in West Sikkim to Jane Low	1
8	Low gets the approval from her boss to arrange for the scouts to fly out to Sikkim	1

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9	Chang made plans for the extension	1
10	Limboo told the other villagers of the plan	1
11	the villagers prepared local materials	1
12	the scouts arrived / the scouts went to Sikkim	1
13	For a week they cut, hammered, sawed, drilled and nailed as long as there was light until the frame emerged./ they built/constructed the frame in a week	1
14	Nine days later the job was done	1

Marks for **Style and Presentation** are awarded based on the average sum total (to the nearest rounded fraction/decimal) of **Paraphrase** and **Use of English**. Annotate as follows:

Paraphrase = 5
Use of English = 4

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

STYLE AND PRESENTATION DESCRIPTORS 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

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SECTION D [20 marks]

32	(a) While here it has become a luxury	1 mark
	(b) Accept any two problems (i) younger brothers unemployed / desperate (ii) people disunited by politics (iii) friend slaughtered mercilessly	1 mark 1 mark
	(c) Accept any two appropriate ways – Examples: (i) the government should provide more jobs (ii) people should not kill each other (iii) live in peace (iv) people should not support wars (v) conserve the environment	1 mark each
	Total	5 marks

Question 33

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

Guidelines on marking content and language:

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

PERATURAN PEMARKAHAN TAMAT