

Nama : Tingkatan :

SULIT

1119/1

BAHASA INGGERIS

KERTAS 1

OGOS

2011

1 ¾ jam



**BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KECEMERLANGAN
KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA
2011**

BAHASA INGGERIS

Kertas 1

Satu jam empat puluh lima minit

JANGAN BUKA KERTAS SOALAN SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi dua bahagian: **Bahagian A** dan **Bahagian B**.
2. Jawab **semua** soalan.
3. Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan 60 minit untuk **Bahagian B**.

Instructions

1. This question paper consists of two sections: **Section A** and **Section B**
2. Answer **all** questions.
3. You are advised to spend 45 minutes on **Section A** and 60 minutes on **Section B**.

Kertas soalan ini mengandungi **3** halaman bercetak

Nama : Tingkatan :

SULIT

1119/2

BAHASA INGGERIS

KERTAS 2

OGOS

2011

2 ¼ jam



**BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KECEMERLANGAN
KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA
2011**

BAHASA INGGERIS

Kertas 2

Dua jam lima belas minit

JANGAN BUKA KERTAS SOALAN SEHINGGA DIBERITAHU

Arahan

- 1. Kertas soalan ini mengandungi empat bahagian:
Bahagian A, Bahagian B, Bahagian C dan Bahagian D.*
- 2. Jawab semua bahagian.*
- 3. 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 soalan **Bahagian D**.*

Instructions

- 1. This question paper consists of four sections:
Section A, Section B, Section C and Section D.*
- 2. Answer **all** questions.*
- 3. You are advised to spend 25 minutes on
Section A, 25 minutes on **Section B**, 50 minutes
on **Section C** and 35 minutes on **Section D**.*

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

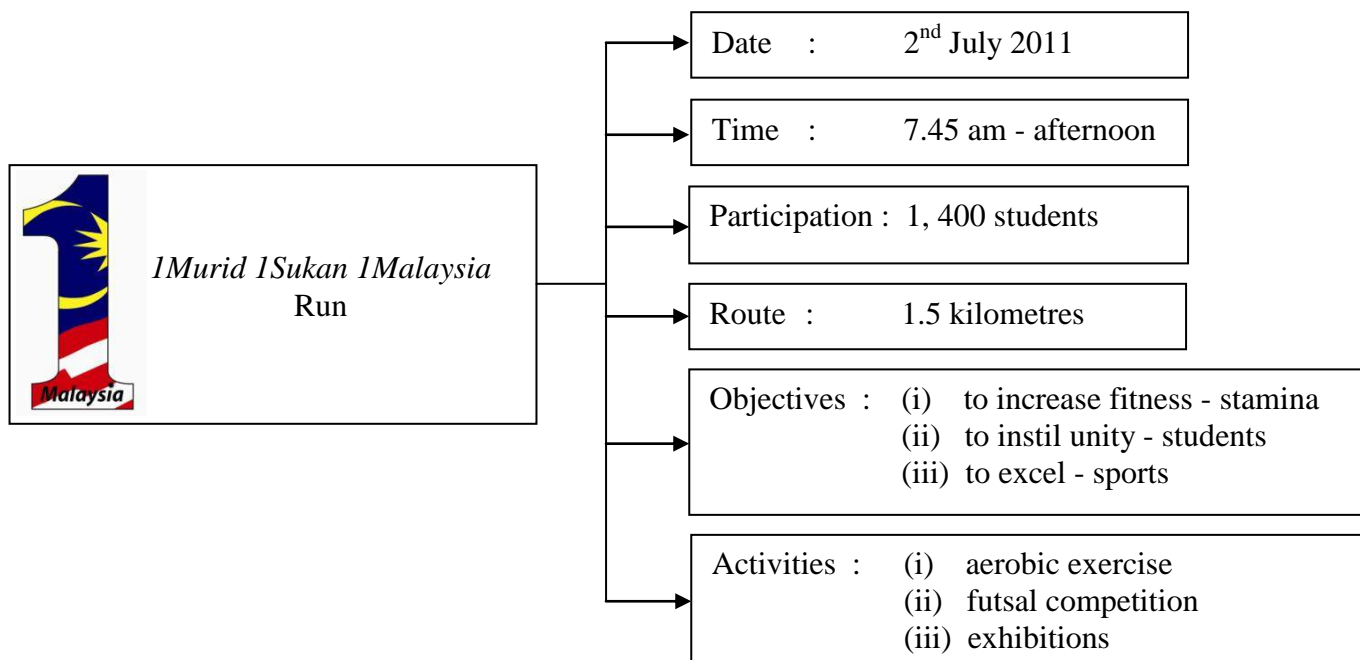
Kertas soalan ini mengandungi **20** halaman bercetak

Section A : Directed Writing

[35 marks]

[Time suggested : 45 minutes]

Recently your school had organised the *1Murid 1Sukan 1Malaysia* Run. As the secretary of the Athletics Club, you have been asked by your teacher to write **a report** about the event to the Principal. In your report, you have to state the benefits of this activity.



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

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

Note:

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

Section B : Continuous Writing

[50 marks]

[Time suggested : One Hour]

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

1. Describe the best teacher you have ever had in your life.
2. The importance of hygiene among school students.
3. Write a story ending with: “... *I realised that every word she said was true.*”
4. All students should learn traditional dances.
Do you agree?
5. Future.

KERTAS SOALAN TAMAT

Section A

[15 marks]



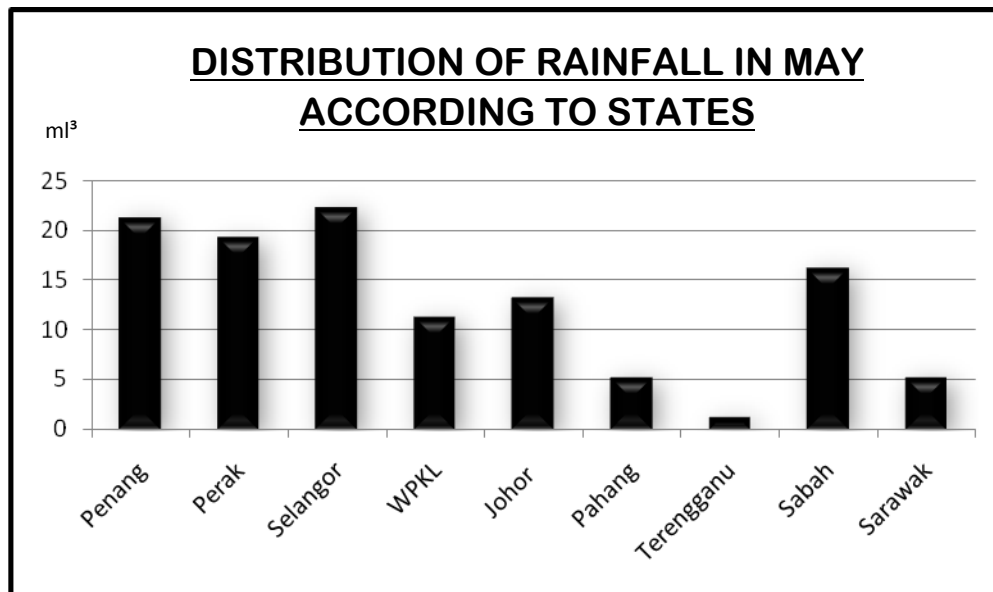
1 The notice above can most probably be found at

- A a science laboratory
- B a construction site
- C a hardware store
- D a hospital

The protected elephants of West Bengal, India are hardly out of harm's way. In fact, since 2004, 27 have been killed by trains barrelling down the hundred miles of track that run where they roam. Now the Ministry of Railways is under pressure to enforce speed limits, reduce travel at night (when most casualties occur) and prune vegetation to improve the driver's view.

2 Based on the extract above, we can conclude that

- A most elephants in India die in train crash
- B most of the accidents happen at daytime
- C there is no speed limit for trains
- D the drivers have poor eye-sight



3 Based on the bar graph above, the two states that record the same amount of rainfall in May are

- A Pahang and Sarawak
- B Penang and Selangor
- C Penang and Perak
- D Perak and Sabah



- 4 The woman in the picture above is feeling angry because her students are
- A naughty
 - B happy
 - C funny

LET'S LEAVE OUR CHILDREN A LIVING PLANET



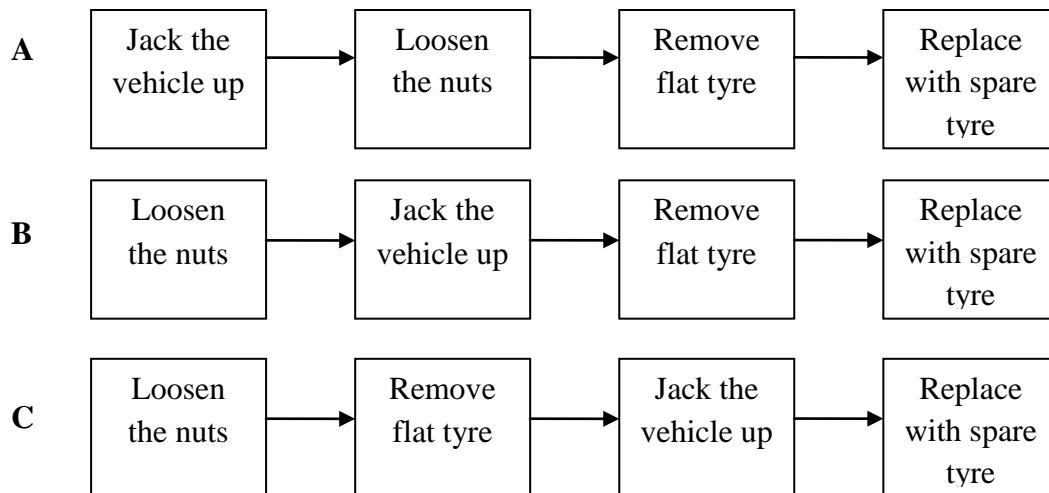
Malaysia's river system is under threat. Hardly any of them can be rated as clean. Indiscriminate discharge of effluents and illegal dumping have polluted 23 of 27 sources of drinking water in Selangor alone. WWF is currently working with the authorities to better manage our river basins. You can do your part as well. If you are aware of any illegal dumping into rivers, please notify the relevant authorities. We need your support to keep our rivers alive.



- 5 Based on the notice above, we can keep our rivers clean by
- A leaving our children a living planet
 - B organising a 'Save Our Rivers' campaign
 - C working with WWF to manage the river basins
 - D notifying the authorities about illegal dumping into rivers

HOW TO CHANGE A FLAT TYRE

If you experience a flat tyre, this is what you must do. Firstly, using the lug tool, loosen the nuts on the tyre before you jack the vehicle up. Use the car jack to carefully raise the vehicle. Then, remove the nuts and the flat tyre. Place the spare tyre onto the hub. Next, replace the nuts and tighten them. Finally, slowly lower the jack all the way down.

6 Which of the following best shows the sequence in changing a flat tyre?





OPERATING HOURS

Open daily from Monday-Sunday
11.00am to 8.00pm

Public Holidays & School Holidays
10.30am to 8.30pm

Last Admissions
Last entry to Aquaria closes at 7.00pm
Final entry to Aquazone ends at 7.30pm

- 7 Based on the schedule above, anyone who wishes to go to Aquaria should be there by
- A 7.00 pm
 - B 7.30 pm
 - C 8.00 pm
 - D 8.30 pm

Celebrating **5 MILLION GUESTS**
flown long haul on AirAsia X

Thank You!



Fly from Kuala Lumpur		
→ Seoul (Incheon)	→ Hangzhou/ Tianjin/Chengdu	→ Mumbai → New Delhi
ALL IN FARE FROM RM 279	ALL IN FARE FROM RM 339	ALL IN FARE FROM RM 349
Book from 12 - 17 July 2011 Travel from 6 February - 20 June 2012		
Book now		
Terms & conditions apply.		

- 8 The promotion in the advertisement above is suitable for anyone who plans to travel
- A to New Delhi from Penang
 - B to Seoul from Kuching
 - C on May 20, 2012
 - D on July 15, 2011

Questions 9 – 15 are based on the following passage.

Observing my parents as I was growing up also taught me to value the concept of the family. My parents _____(9) very close. At night my father would sit on the floor, _____(10) his legs and lean against the main pillar of the house to talk to my mother. The pillar was his favourite spot and it was worn smooth _____(11) the years because he leaned against it so often. He would smoke cheroot cigars and she would chew betel leaves. I do not know _____(12) they discussed but they were good companions and seemed to have _____(13) to talk about all the time. They did not _____(14) their affection for each other as it was unbecoming to do so, _____(15) I know they loved each other very much. I feel blessed that I come from such a family background.

Adapted from 'A Doctor In The House', by Tun Dr Mahathir

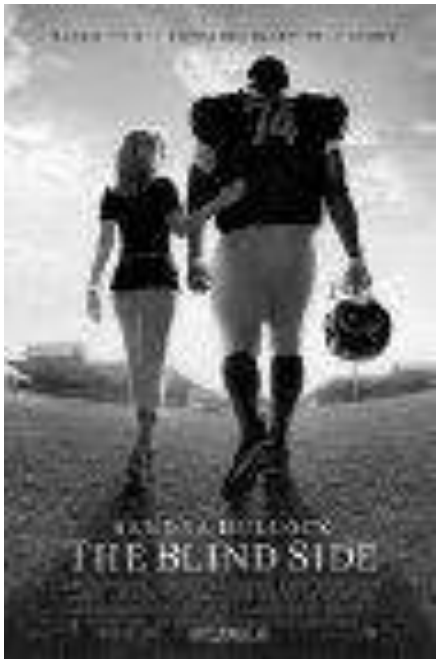
- | | |
|---|--|
| 9. A is
B are
C was
D were | 13. A nothing
B anything
C something
D everything |
| 10. A stretch
B stretches
C stretched
D stretching | 14. A reveal
B portray
C announce
D demonstrate |
| 11. A over
B while
C during | 15. A as
B but
C and
D because |
| 12. A why
B what
C when
D whom | |

Section B

(10 marks)

Questions 16-25

Read the following movie review and complete the table that follows.



The Blind Side is a 2009 American semi-biographical drama film. It is written and directed by John Lee Hancock. Based on the true story of Leigh Anne and Sean Tuohy who take in a homeless teenage African-American, Michael "Big Mike" Oher.

Michael has no idea who his father is and his mother is a drug addict. Michael has had little formal education and few skills to help him learn. Leigh Anne soon takes charge however, as is her nature, ensuring that the young man has every opportunity to succeed.

When he expresses an interest in football, she goes all out to help him, including giving the coach a few ideas on how best to use Michael's skills. They not only provide him with a loving home, but hire a tutor to help him improve his grades to the point where he would qualify for an NCAA Division I athletic scholarship. Michael Oher was the first-round pick of the Baltimore Ravens in the 2009 NFL draft. At the end of the story, Michael earns his position as one of the most highly coveted prospects in the college team.

For her performance, Sandra Bullock won the Academy Award for Best Actress. The film itself also received an Academy Award nomination for Best Picture. Besides Bullock, the film stars Quinton Aaron as Michael Oher and Tim McGraw as Sean Tuohy.

Questions 16-25

Using the information from the movie review, write short answers in the spaces provided.

Title	16. _____
Director	17. _____
Type of movie	18. _____
Leading actress	19. _____
Film's achievements	20. _____ 21. _____

Storyline :

This film revolves around a 22. _____ , named Michael Oher. He is adopted by the Tuohy family and they support him to go through his life in school and football tournaments. Michael is a talented football player. Therefore, Leigh Anne hires a tutor to help him in his studies so that he can secure the 23. _____. She also helps giving tips to the coach on how to train Michael. Finally, Michael not only becomes a 24. _____ player in his college team, but has a family he 25. _____ .

(10 marks)

Section C

[25 marks]

Questions 26 – 31 are based on the following passage.

Read the passage below and answer the questions that follow.

- 1 HOMEWORK may sound like a simple, unassuming word but it carries deep and burdensome undertones. The nature of homework indicates that we need to study a subject or topic to gain the necessary knowledge for an answer. If you have attended university, it will mean that you would have done homework for approximately 14 years of your life. One would assume that with more than a decade of practice, we would be highly skilled in carrying out the process needed to complete homework. These skills are necessary in the future. Just ask anybody who works or is a parent – does homework ever end? 5
- 2 It sounds quite unfortunate. Yet, the homework that we still have to do after graduation amounts to more than just a grade on paper. Homework determines our work ethics, credibility and efficiency. Just ask any employer who they would hire –someone who walks into an interview with no knowledge of the company's background or movements or someone who has an idea and asks relevant questions? 10
- 3 If we do not do any research in order to obtain some knowledge of a certain topic, it is not very smart since it will affect your job. Doing research is crucial for your future success in life. If we do not make an effort to do any homework, it simply comes down to plain laziness or a lack of enthusiasm. Think about it. When you like someone, you go to great lengths to check out every single aspect of their lives. You would google for their names, visit their Facebook accounts and study their Twitter replies to friends. That is how good we can be with our homework if we are given the right motivation. 15 20
- 4 There is literally no excuse when we say, "*I don't know*" to our bosses. With the Internet, the world is literally at our feet. We can get information that nobody else before this generation could. It is not a crime not to know everything, but it is unforgivable if we just leave it at that. When doing homework, we can also get assistance of textbooks and notes. When faced with a particular difficult problem, we can head to the library, ask our tutor or e-mail former students for help. If we can apply that system of research in school, why can't we do that as an adult when facing a difficult problem? We can also have the option of calling someone when searching for an answer. Although we have to spent hours on the phone, but that is the effort we have to put in to generate results. In the process of completing the homework, we also have to improve our social skills. 25 30

5

Parents automatically do the necessary homework when it comes to their children. If their child suddenly falls ill at home, they will usually take him or her to the doctor. But once they are at home, they will log on to the Internet to check if what the doctor says tally with the symptoms. They also want to know what other mothers who face the same problem would do. Malaysians do not lack resource; we just need the right motivation. Most of the time, when we are inefficient, it indicates that we are just not that interested. 35

6

Information is power, confidence and credibility. It is also your tool and even your weapon. The only way to obtain relevant information is to do homework, regardless of how tedious that might be. If we do not know something, the first thought that comes into our mind should be "I'll go and find out" instead of "Oh, never mind". If you are on the web researching for something other than what your boss has ordered, then perhaps it is time for you to change your profession. If you write for a magazine or work in a TV station, you could actually be watching movies as part of your homework. 40
Having the right job motivates us to do research. We will do our homework without being asked or prodded. 45

7

Homework is important in school, but it becomes more crucial when we enter the working world. So, please do not keep away your initiative, resourcefulness and determination, they are going to come in handy in the real world!

Adapted from *Doing one's homework*, *The Star*, 2011

26. From paragraph 1, what is the nature of homework?

[1 mark]

27. (a) From paragraph 2, what is the significance of homework?

[1 mark]

(b) From paragraph 3, why would some people refuse to do any research?

[1 mark]

28. From paragraph 4,

- (a) why it is unforgivable for the present generation to simply say '*I don't know*'?

_____ [1 mark]

- (b) which **word** conveys the meaning of 'go'?

_____ [1 mark]

29. (a) From paragraph 5, give **two** reasons why some parents surf the internet after a visit to a doctor?

i) _____ [1 mark]

ii) _____ [1 mark]

- (b) From paragraph 6, when should we consider changing our profession?

_____ [1 mark]

30. In your own words, give **two** reasons why do you access the internet?

(a) _____
_____ [1 mark]

(b) _____
_____ [1 mark]

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

- the importance of homework and
- ways which can help us to complete our homework.

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
- use materials from lines **9 to 46**
- not be longer than 130 words, including the 10 words given below

Begin your summary as follows:

Doing homework is very important in our lives because it...

[15 marks]

.....

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This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section D

[20 marks]

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

Are You Still Playing Your Flute?

Are you still playing your flute?
When there is hardly time for our love
I am feeling guilty
To be longing for your song
The melody concealed in the slim hollow of the bamboo
Uncovered by the breath of an artist
Composed by his fingers
Blown by the wind
To the depth of my heart.

Are you still playing your flute?
In the village so quiet and deserted
Amidst the sick rice 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) From stanza 1, what has touched the persona's heart?

.....
[1 mark]

(b) State **one** problem faced by the villagers.

.....
[1 mark]

(c) Why has the village become 'so quiet and deserted'?

.....
[1 mark]

(d) Without using examples from the poem, suggest **two** activities you would do to spend your pastime in the village.

(i)
[1 mark]

(ii)
[1 mark]

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

Catch Us If You Can - Catherine MacPhail

Step By Wicked Step - Anne Fine

The Curse - Lee Su Ann

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

Using details from the novel that you have studied, write about:

- a memorable event
- how the event affects one of the characters in the story

Support your answer with close reference to the text.

[15 marks]

[illegible]

[illegible]



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) ● (D)

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C)

5. (A) (B) (C) (D)

6. (A) (B) (C)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

SULIT



**BAHAGIAN PENGURUSAN
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KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA
2011**

**PERATURAN PERMARKAHAN
BAHASA INGGERIS
KERTAS 1 & 2**

SECTION A : DIRECTED WRITING

This question is assessed as follows :

FORMAT : 3 marks

CONTENT : 12 marks

LANGUAGE : 20 marks

TOTAL 35 marks
=====

2) FORMAT & CONTENT MARKS :

FORMAT		MARKS
F1 = address to the principal		1
F2 = title		1
F3 = name		1
Sub-total		3
(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded)		
C1	Date - 2 nd July 2011	1
C2	Time – 7.45 am - afternoon	1
C3	Participation – 1,400 students	1
C4	Route – 1.5 kilometres	1
C5	to increase fitness - stamina	1
C6	to instill unity - students	1
C7	to excel - sports	1
C8	aerobic exercise	1
C9	futsal competition	1
C10	exhibitions	1
C11	<i>Benefit of the activity</i>	1
C12	<i>Another benefit of the activity</i>	1
Sub-total		12
Grand Total		15

DIRECTED WRITING BAND DESCRIPTORS

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 – 20	<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 for a talk.
B 16 - 18	<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 composition is written in paragraphs which show some unity and are usually linked appropriately.• The tone is appropriate for a talk.
C 13 - 15	<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 composition is written in paragraphs which show some unity, although links may be absent or inappropriate.• The tone is mostly appropriate.



<p>D</p> <p>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>E</p> <p>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 a talk.
<p>U (i)</p> <p>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 a talk or, if it is, may not show understanding of the detailed requirements of the task.

U(ii) 2 - 3	<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.
U(iii) 0 - 1	<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.

SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING

- 1) The candidate's response will be assessed **based on impression**.
- 2) The examiner shall **read and re-read** the response carefully and at the same time **underline for gross or minor errors** or put in insertion marks (^) where such errors occur.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting a **merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most appropriate band** having **most of the criteria** as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to **BEST FIT the student's response to the most appropriate band**. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.
- 5) **Justify the band and marks given, if necessary**, by commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
A 44 - 50	<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.
B 38 - 43	<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.
C 32 - 37	<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>D</p> <p>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 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 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</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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.

MARK SCHEME : PAPER 2

SECTION A

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

SECTION B : INFORMATION TRANSFER

16. The Blind Side
17. John Lee Hancock
18. (American) semi-biographical drama / drama / drama film
19. Sandra Bullock
20. Academy Award for Best Actress
21. Academy Award nomination for Best Picture
(the word '**nomination**' is mandatory)
22. (homeless) teenager (the word '**homeless**' is optional)
23. scholarship / NCAA Division I athletic scholarship
24. popular / famous / sought-after
25. longs for / loves / wants

SECTION C : COMPREHENSION
QUESTIONS 26 - 30

No.	Answers	Allowed Lifting	Mark(s)
26	We need to study a subject or topic to gain the necessary knowledge for an answer	Lines 2-3	1
27(a)	It determines our work ethics, credibility and efficiency	Lines 10-11	1
27(b)	Plain laziness OR A lack of enthusiasm	Line 17 Line 17	1
28(a)	We can get information that nobody else before this generation could because of / due to the internet. (The word ' <u>internet</u> ' should be mentioned to award 1 mark)	Lines 22-23	1
28(b)	head	Line 26	1
29(a)	(i) To check if what the doctor says tally with the symptoms (ii) To know what other mothers who face the same problem would do	Lines 34-36	1 1
29(b)	When <u>we</u> are researching for something other than what <u>our</u> boss has ordered. (When lifting the answer, the underlined words are mandatory to award 1 mark)	Lines 43- 44	1

30	<p>Possible answers:</p> <ul style="list-style-type: none">- to find friends- to read news- to find information- as a source of reference- for entertainment- downloading movies/ music <p><i>Note: Accept other relevant answers.</i></p>	-	2
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SECTION C : SUMMARY

CONTENT : 10 marks

LANGUAGE : 5 marks

TOTAL **15 marks**

31. **CONTENT POINTS : Award 1 mark for each content point to a maximum of 10 marks**

No.	Points	Lines	Task
1	it determines our work <u>ethics</u> , <u>credibility</u> and <u>efficiency</u> (All of the underlined words must be mentioned to award 1 mark)	10-11	The importance of homework
2	employer would hire someone with knowledge of the company's background/ movements	11-13	
3	it is not very smart <u>if you do not do any homework</u> . Award 1 mark if the underlined phrase is mentioned	15	
4	affect your job	15	
5	crucial for your future success in life	15 -16	
6	improve our social skills	30	
7	the only way to obtain relevant information	39	
8	have the right motivation	19	Ways which can help us to complete our homework
9	get the assistance of <u>textbooks</u> and <u>notes</u> (both words must be mentioned to award 1 mark)	24-25	
10	head to the library	26	
11	ask a tutor	26	
12	email former students for help	26	
13	have the option of calling someone	28	
14	log on to / access the Internet	34	
15	have the right job that motivates	46	

Maximum Marks Awarded:

Content	10 marks
Language	<u>5 marks</u>
Total	<u>15 marks</u>

STYLE AND PRESENTATION DESCRIPTOR FOR LANGUAGE

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

$$\begin{array}{r} \text{-----} \\ 9 \div 2 = 4.5 = \underline{\underline{5 \text{ marks}}} \end{array}$$



BAND DESCRIPTORS FOR SUMMARY

Marks	PARAPHASE	Marks	Use of English
5	Candidates make a sustained attempt to rephrase the text language. Their expression is secure. Allow phrases from the text which are difficult to substitute	5	Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. Spelling is secure across the full range of vocabulary used.
4	There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting and the expression is generally sound.	4	The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. Sentences will show some variation including original complex syntax outside text structures. Punctuation is accurate and generally Helpful. Spelling is nearly always secure.
3	Intelligent and selective lifting with recognizable but limited attempts to rephrase the text. Their expression may not always be secure but the attempts to substitutes will gain credit.	3	The language is fairly accurate but simple sentences tend to dominate the writing. When candidates use more complex structures, serious errors may occur. Some major errors or verb form and tense will be seen but these will not impede understanding. Although linking words are used, these may not be very appropriate.
2	Wholesale copying of text material but not a complete transcript of the original. Attempts to substitutes own language will be limited to single word expression; irrelevant sections of the text will be more frequent at this and subsequent levels.	2	Meaning is not in doubt, but serious errors are becoming more frequent. Simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct, with occasional errors of sentence separation. Spelling is largely accurate, but mistakes will occur in handling more difficult words

1-0	More or less a transcript of the text Originality barely noticeable. There will also be random transcription of irrelevant sections of the text-	1-0	Distorted detail will destroy the sequence in places. Heavy frequency of serious errors, impeding the reading in many places. Fractured syntax is much more pronounced at this level, and punctuation falters. Errors of sentence separation are liable to be frequent.
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SECTION D : LITERATURE COMPONENT

QUESTIONS 32-33

- 32 (a) The melody/The song/The song played by the flute player/
The song played by the flautist [1 mark]
- 32 (b) Quiet and deserted/Deserted/Sick rice field/Infertile rice field/
Barren rice field
Do not accept 'quiet' as the only answer [1 mark]
- 32(c) Many villagers moved out from the village/People moved out
from the village/People left the village/People went to the city/
People went to town/ People moved to the city/People moved to town [1 mark]
- 32 (d) Accept any plausible answers.
Both questions should be answered to award 2 marks.
Marks awarded will only be 2 or 0. [2 marks / 0]

QUESTION 33 : NOVEL

Marks awarded are as follows :

CONTENT : 10 marks

LANGUAGE : 5 marks

TOTAL 15 marks

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT** and **LANGUAGE**.

BAND DESCRIPTORS FOR CONTENT

SCORE	BAND DESCRIPTORS
9 - 10	<ul style="list-style-type: none">• Response – relevant to specified task• Theme chosen – well supported and linked with evidence or knowledge from text• Main and supporting ideas – relevant to specified task• Reasons – clearly presented, well- organised and easily understood
7 - 8	<ul style="list-style-type: none">• Response – relevant to specified task• Theme chosen – usually supported and linked with evidence or knowledge from text• Mains and supporting ideas – mostly relevant to specified task• Reasons – clear and can be understood
5 - 6	<ul style="list-style-type: none">• Response – intermittently relevant to specified task• Theme chosen – supported and linked with some evidence or knowledge from text• Some ideas – relevant to specified task• Reasons – generally clear, can be understood but lack organisation
3 - 4	<ul style="list-style-type: none">• Response – barely relevant to specified task• Theme chosen – unlikely identified or even when identified, not likely to be linked to the text• Reasons – hardly relevant to specified task and difficult to understand
1 - 2	<ul style="list-style-type: none">• Response – no understanding of specified task• Theme chosen – incoherent and unlikely linked to the text• Reasons – no relevance to specified task

QUESTION 33 : NOVEL

BAND DESCRIPTORS FOR LANGUAGE

MARK	USE OF LANGUAGE
5	<ul style="list-style-type: none">• Language – accurate, with very occasional slips• Occasional minor errors – first draft slips• Sentence structure – varied• Punctuation – accurate and helpful• Spelling – secure throughout response
4	<ul style="list-style-type: none">• Language – largely accurate• Sentence structure – some variations• Punctuation – accurate and generally helpful• Spelling – largely secure
3	<ul style="list-style-type: none">• Language – almost always accurate• Sentence structure – simple structures dominate• Punctuation – accurate and helpful• Spelling – mostly secure
2	<ul style="list-style-type: none">• Language – serious errors, more frequent• Sentence structure – simple structures accurate but not sustained• Punctuation – usually correct• Spelling – nearly always secure
1	<ul style="list-style-type: none">• Language – serious errors, heavy frequency• Sentence structure – rampant fractured syntax• Punctuation – falters• Spelling – mostly inaccurate