

**PEPERIKSAAN PERCUBAAN 2012**

**1119/1**

**BAHASA INGERIS**

**TINGKATAN 5**

**Kertas 1**

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

**Satu jam empat puluh lima minit**

**JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU**

**Arahan**

1. Kertas soalan mengandungi dua bahagian: **Bahagian A dan Bahagian B**
2. Jawab kedua-dua bahagian.
3. Jawapan anda hendaklah ditulis dalam kertas jawapan yang disediakan. Sekiranya ruang jawapan tidak mencukupi, sila dapatkan helaian tambahan daripada pengawas peperiksaan.

**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 sheets provided. If spaces provided are insufficient, please request for the additional answer sheet from the invigilator.



**[Lihat halaman sebelah**

Kertas soalan ini mengandungi 3 halaman bercetak dan 1 halaman tidak bercetak.

**Section A: Directed Writing**

[35 marks]

[Time suggested: 45 minutes]

You have been asked by your teacher to write an **article** about the Do's and Don'ts when attending a job interview for your school's bulletin.

Use the following notes to write your article.

Do's	Don'ts
<ul style="list-style-type: none"> <li>• dress smartly</li> <li>• take care of personal hygiene</li> <li>• be polite</li> <li>• sit properly</li> <li>• use formal language</li> <li>• speak clearly</li> <li>• background research on the company</li> <li>• get more information about the job</li> </ul>	<ul style="list-style-type: none"> <li>• be late</li> <li>• be nervous</li> <li>• prepare at the last minute</li> <li>• be passive</li> </ul>

When writing the **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 students of your school



[Lihat halaman sebelah]

PEPERIKSAAN PERCUBAAN 2012

1118/1

BAHASA INGGERIS

TINGKATAN 5

Kertas 1

**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 an enjoyable day you have experienced in your life.
2. Save water to save the Earth. Discuss.
3. Write a story beginning with:  
"It was a promise of wonderful happenings....."
4. My dream job.
5. Teacher.

**KERTAS SOALAN TAMAT**



**[Lihat halaman sebelah]**

**PEPERIKSAAN PERCUBAAN 2012**  
**BAHASA INGGERIS**  
**TINGKATAN 5**  
**Kertas 2**

**1119/2**

**2¼ jam**

**Dua jam lima belas minit**

**JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU**

**Arahan**

1. *Kertas soalan mengandungi empat bahagian: Bahagian A, Bahagian B, Bahagian C dan Bahagian D*
2. *Jawab semua bahagian dalam kertas soalan ini.*
3. *Soalan- soalan dalam bahagian A mempunyai empat pilihan jawapan. Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 17*

**Instructions**

1. *This question paper consists of four sections: Section A, Section B, Section C and Section D.*
2. *Answer all sections in this question paper.*
3. *Questions in Section A have four options. Answer each question by blackening the correct space on page 17*



---

**Kertas soalan ini mengandungi 16 halaman bercetak**

**[Lihat halaman sebelah**

**Section A**

(15 marks)

(Time suggested: 25 minutes)

**CHEESE CHICKEN FRANK**

Traditionally rich in calcium and high in protein, cheese is an ideal food for growing children. Nutriplus Chicken Frankfurter – made from 100% air-chilled chicken meat, it's filled with delicious cheese bits for the extra burst of flavour and wholesome goodness

1. According to the advertisement, cheese is not only tasty but also ....
- A. rich.
  - B. nutritious.
  - C. ideal.
  - D. delicious.

Dear Editor,

After reading the article "Life With Lucy" (July 2012) I made a mental note to appreciate my own well-being, and made it a point to show the article to people I knew. They too were awed by Lucy's story.

Sara Akhbar

Sri Lanka

2. The writer wishes to express her

- A. approval
- B. respect
- C. gratitude
- D. excitement

[Lihat halaman sebelah



**Stress can contribute to back pain. Take a walk and relax a little.**

3. The statement above suggests that..
- A. walking is stressful.
  - B. physical pain can contribute to stress.
  - C. life needs to be relaxing.
  - D. exercise can help to release stress.

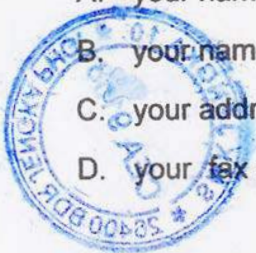
Questions 4 & 5 are based on the advertisement below.

To have your say, contact us by:

- Online: [www.rdasia.com/comments](http://www.rdasia.com/comments)
- Fax: 65-6749-3616
- Post: see page 1 for postal address

Include your full name and contact details. We may edit letters for brevity and clarity, and use them in all print and electronic media.

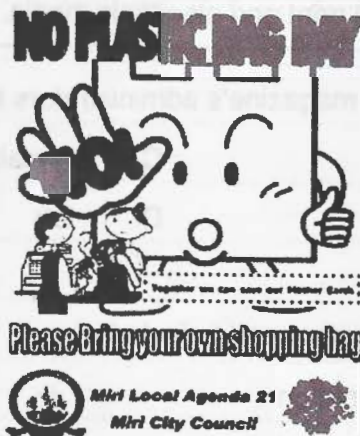
4. The reader can reach the magazine's administrators by the following means except
- A. telephone
  - B. mail
  - C. e-mail
  - D. fax
5. To help the administrator you need to include...
- A. your name and occupation
  - B. your name and e-mail address
  - C. your address and telephone number
  - D. your fax number and e-mail address



[Lihat halaman sebelah



6. When Wayne's father said that "he's a chip off the old block", it means...
- A. Wayne is a bad boy.
  - B. Wayne loves potato chips.
  - C. Wayne is just like his father.
  - D. Wayne is a new kid in the block.



From the poster, we know that...

- A. consumers are encouraged to minimise the use of plastic bags
- B. consumers must bring their own bags every day
- C. consumers are encouraged to use plastic bag.

[Lihat halaman sebelah

AZRA'S TIMETABLE		
DAY	AFTERNOON	EVENING
Monday	Mathematics	English
Tuesday	Additional Mathematics	History
Wednesday	Co-curricular Activity	Religious Study
Thursday	Chemistry	Malay Language
Friday	Physics	Biology

8. From the timetable above, we know that...
- A. Azra is revising her lesson every afternoon and evening.
  - B. Azra is still at school on Wednesday afternoon.
  - C. Azra loves to read in the afternoon.
  - D. Azra is an arts student.

**Question 9 – 15** are based on the following passage. Choose the best answer to fill in each blank.

The great thing about being the editor of a monthly magazine is that I really don't have to be instantly contactable. Nobody's life 9 on me being attached to the other end of the phone. So for the longest time I resisted getting a BlackBerry, 10 that no e-mail was that important. However, I succumbed one day before a long business 11, knowing that I'd be spending many hours waiting in lines 12 airports. And then my life changed.....

This of course where you'd expect me to 13 that I became a crackberry and the little 14 ruined my waking hours and even entered my dreams. That didn't happen. What I found was that I 15 became more productive-dealing with those little issues that come up right away and not facing an inbox stuffed full of requests for my time each morning.



[Lihat halaman sebelah



9. A. depend  
B. depends  
C. depended  
D. depending
10. A. reason  
B. reasons  
C. reasoned  
D. reasoning
11. A. journey  
B. trip  
C. travel
12. A. in  
B. on  
C. near  
D. at
13. A. say  
B. says  
C. said  
D. saying
14. A. gizmo  
B. tool  
C. machine
15. A. nearly  
B. usually  
C. actually  
D. rarely



[Lihat halaman sebelah]

**Section B**

(10 marks)

(Time suggested: 25 minutes)

**Question 16 – 25***Read the following information and answer the questions that follow.***SHADY FASHION****Sunglasses that flatter the shape of your face.**

Aviators, vintage, classic Wayfarers... they may be the height of fashion but can you carry them off?

**Oval face** can wear almost any style as the face shape is well proportioned. Choose sunglasses that are as wide as the widest part of your face. New wraparounds or shields are worth a try.

**Round face** benefits from visual tricks to make them look longer and thinner. Make sure your frames don't extend beyond the widest part. Deep colours sunglasses also minimise fullness. Angular style will benefit this type of face

**Diamond-shaped face** has high cheekbones tapering to a narrow forehead and chin. Soften these contours with oval frames or squares with softly curved edges. Avoid frames wider than the space between your cheekbones.

**Square face** has well-defined angles around the jaw line, forehead and cheekbones. Reduce the severity of these angles and add definition with classic oval or cat's-eye shapes.

**Oblong face** can be brought into better balance with the help of round or square glasses. If you are the adventurous type, decorative frames or contrasting temples also add width to a long face.

**Triangular or heart-shaped face** looks fantastic in metal frames with rimless bottom, or aviator styles. These styles soften the look of a narrow jaw and small chin by placing emphasis on the eye area.

**[Lihat halaman sebelah]**

**Question 16 – 20**

Based on the information given, complete the table below.

	Description	Shape of Faces
16.	Molly's face is suitable with the latest wraparound or shield sunglasses.	
17.	Ahmad should avoid wearing sunglasses which has wider frames than the space between his cheekbones.	
18.	David needs visual tricks to make his face looks longer and thinner.	
19.	Tina looks fantastic with rimless bottoms sunglasses.	
20.	Selvam needs to wear sunglasses which help to reduce the severity of his well-defined angles around the jaw line.	

**Question 21– 25**

Complete the sentences below based on the information given.

21. Some of the sunglasses which are in the height of fashion are.....

[1 mark]

22. Round and square sunglasses can help to bring oblong faces .....

[1 mark]

23. John needs to minimise the fullness of his round face by wearing .....

[1 mark]

24. Carol has high cheekbones and narrow forehead. Therefore she needs to wear sunglasses with .....

[1 mark]

25. Sunglasses help to .....

[1 mark]

[Lihat halaman sebelah]

26. From paragraph 1, how did Peter hold a pencil before he was eight years old?

\_\_\_\_\_

(1 mark)

27. a) From paragraph 2, which word means 'having enough skill or knowledge?

\_\_\_\_\_

(1 mark)

b) From paragraph 3,

i) what did Peter feel after meeting Daniel?

\_\_\_\_\_

(1 mark)

ii) what kind of illness does Daniel suffer from?

\_\_\_\_\_

(1 mark)

28. From paragraph 5,

a) how did Peter earn a place in the Guinness Book of Records?

\_\_\_\_\_

(1 mark)

b) why was his drawing better than the previous record holder?

i) \_\_\_\_\_

ii) \_\_\_\_\_

(2 marks)

29. What is the purpose of raising money for Habitat for Humanity?

\_\_\_\_\_

(1 mark)

30. Give a quality you could learn from Peter Zhuo. Provide a reason for your answer.

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

[Lihat halaman sebelah





- **how Peter was inspired to draw for a purpose.**
- **his achievements and contributions to the society.**

- be in continuous writing form (not in note form)
- use materials from line 9 to line 29
- not be longer than 130 words, including the 10 words given below

**(15 marks)**



[www.banksoalanspm.blogspot.com](http://www.banksoalanspm.blogspot.com)

**Section D**

**(20 marks)**

**(Time suggested: 35 minutes)**

- 32. Read the following 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 listen 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**

**[Lihat halaman sebelah**



- a) From stanza 1, what does 'two pools of lies' refer to?

\_\_\_\_\_

[ 1 mark]

- b) List two advices given in stanza 2 and 3?

i) \_\_\_\_\_

ii) \_\_\_\_\_

[2 marks]

- c) If you were the girl in the poem, do you think you would have listened to the advice? Give a reason for your answer.

\_\_\_\_\_

\_\_\_\_\_

[2 marks]



[Lihat halaman sebelah]

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

The Curse	-	Lee Su Ann
Step By Wicked Step	-	Anne Fine
Catch Us If You Can	-	Catherine MacPhail

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

**'Family relationship is important in one's life'**

How is this shown in the novel you have read. Support your answer with close reference to the text.

[15 marks]



[Lihat halaman sebelah]





[Lihat halaman sebelah

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

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



[Lihat halaman sebelah]

MARKING SCHEME  
ENGLISH LANGUAGE (SPM TRIAL)  
PAPER ONE  
SECTION A: DIRECTED WRITING

Content Points:

**SECTION A**

**Format**

F1 – Title

F2 – by line

F3 – ending

**Content**

C1 – dress smartly

C2 – take care of personal hygiene

C3 – be polite

C4 – sit properly

C5 – use formal language

C6 – speak clearly

C7 – do background research on the company

C8 – get more information on the job

C9 – don't be late

C10 – don't be nervous

C11 – don't prepare at the last minute

C12 – don't be passive

Format –	3
Content –	12
<u>Language –</u>	<u>20</u>
Total	35 marks

**Language Marking Descriptor**

Mark Range	Description of Criteria
A (19 – 20)	<ul style="list-style-type: none"><li>• Language – accurate with occasional first draft slips</li><li>• Sentence structures – varied and sophisticated</li><li>• Sentence length and type – employed to achieve intended effect</li><li>• Vocabulary – wide, sophisticated and used with precision</li><li>• Punctuation – accurate and helpful</li><li>• Spelling – accurate</li><li>• Paragraphs – unified and well-linked</li><li>• Topic – consistent relevance</li><li>• Style – formal, informative and concise, and, tone – always appropriate</li></ul>

B (16-18)	<ul style="list-style-type: none"> <li>• Language – accurate with minor or first draft errors</li> <li>• Sentences – varied in length and type</li> <li>• Complex structures – confidently used</li> <li>• Vocabulary – wide, conveying intended shades of meaning with some precision</li> <li>• Punctuation and spelling – almost always accurate</li> <li>• Style and tone are appropriate</li> <li>• Writing – relevant and interest sustained throughout</li> </ul>
C (13-15)	<ul style="list-style-type: none"> <li>• Language – largely accurate</li> <li>• Simple structures – no errors, mistakes in only more sophisticated structures</li> <li>• Vocabulary – adequate to convey meaning but not developed to precision</li> <li>• Sentences – some variety of length and structure</li> <li>• Tendency to use one type of structure</li> <li>• Punctuation and spelling – generally accurate; errors in more complex use</li> <li>• Paragraphs – some unity but absent or inappropriate linkage</li> <li>• Writing – relevant, interest not sustained throughout</li> <li>• Style and tone – appropriate</li> <li>•</li> </ul>
D (10-12)	<ul style="list-style-type: none"> <li>• Language – sufficiently accurate</li> <li>• Patches of clarity – simple vocabulary and structures</li> <li>• Limited sentence length and type</li> <li>• Mistakes with more complex sentences</li> <li>• Vocabulary – limited, adequate but lacks precision</li> <li>• Simple words – spelt correctly with errors from unfamiliar words</li> <li>• Punctuation, generally correct</li> <li>• Style and tone are appropriate</li> <li>• Written in paragraphs but lacks unity</li> </ul>
E (7-9)	<ul style="list-style-type: none"> <li>• Meaning is never in doubt</li> <li>• Errors are sufficiently frequent and serious</li> <li>• Some simple structures may be accurate</li> <li>• Vocabulary is limited and simple but not precise</li> <li>• Spelling errors in difficult words</li> <li>• Paragraphs lack planning</li> <li>• Tone and style are inappropriate</li> </ul>
U(i) (4-6)	<ul style="list-style-type: none"> <li>• Meaning is fairly clear</li> <li>• Many serious errors – mainly SWE (single word error)</li> <li>• A few simple structures are used correctly</li> <li>• Errors in spelling of simple words</li> </ul>



	<ul style="list-style-type: none"> <li>• Paragraphs may not be used</li> <li>• Tone and style are hidden in the density of errors</li> </ul>
U(ii) (2-3)	<ul style="list-style-type: none"> <li>• Meaning is blurred</li> <li>• Multiple word errors (MWE)</li> </ul>
U(iii) (0-1)	<ul style="list-style-type: none"> <li>• Almost unrecognizable as pieces of English</li> <li>• Whole section may not make sense</li> </ul>

#### SECTION B: CONTINUOUS WRITING

- The candidate's response will be assessed based on impression.
- 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.
- The examiner should also mark for good vocabulary or expressions by putting a merit tick at the end of such merits.
- The examiner shall fit the candidate's response against the 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.
- 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.

Mark Range	Description of Criteria
A (44-50)	<ul style="list-style-type: none"> <li>• Language – entirely accurate, with occasional first draft slips</li> <li>• Sentence structures, varied and sophisticated – achieve particular effect</li> <li>• Vocabulary – wide and precise – shades of meaning</li> <li>• Punctuation and spelling – accurate and helpful</li> <li>• Paragraphs – well-planned, unified and linked</li> <li>• Topic – consistently relevant</li> <li>• Interest – aroused and sustained throughout writing</li> </ul>
B (38-43)	<ul style="list-style-type: none"> <li>• Language – accurate, with occasional minor errors or first draft slips</li> <li>• Sentence – varied lengths and types, some complex sentences</li> <li>• Vocabulary – wide and precise – shades of meaning</li> <li>• Punctuation and spelling – nearly always accurate</li> <li>• Paragraphs – evidence of planning, appropriately linked</li> <li>• Writing – relevant, interest aroused and sustained throughout</li> </ul>

C (32-37)	<ul style="list-style-type: none"> <li>• Language – largely accurate</li> <li>• Sentences – some variety in length and type, tendency to use one type</li> <li>• Simple structures – error-free, errors with more ambitious structures,</li> <li>• Vocabulary – wide enough to convey meaning but lack precision</li> <li>• Punctuation in simple sentences – accurate, with errors in more complex use</li> <li>• Spelling – simple words, correct but misspelt with more sophisticated words</li> <li>• Paragraphs – show unity, at times inappropriately linked</li> <li>• Writing – relevant, lack originality and interest aroused and sustained throughout</li> <li>• Some interest – aroused but not sustained</li> </ul>
D (26-31)	<ul style="list-style-type: none"> <li>• Language – sufficiently accurate</li> <li>• Patches of clear, accurate language – especially, when simple structures and vocabulary used</li> <li>• Some variety in sentence type and length</li> <li>• Vocabulary – adequate but not developed to show intended precision</li> <li>• Punctuation and spelling – generally correct</li> <li>• Writing – relevant but lacks interest</li> </ul>
E (20-25)	<ul style="list-style-type: none"> <li>• Meaning – never in doubt</li> <li>• Single Word Errors (SWE) – frequent and serious to hamper reading</li> <li>• Sentence structures – accurate but not sustained for long</li> <li>• Vocabulary – limited, too simple or when more ambitious, it's imperfectly understood</li> <li>• Spelling – simple words spelt correctly</li> <li>• Paragraphs – lack unity or haphazardly arranged</li> <li>• Some relevance – topic partially treated</li> <li>• High incidence of linguistic errors</li> </ul>
U(i) (14-19)	<ul style="list-style-type: none"> <li>• Meaning – fairly clear</li> <li>• SWE – very frequent and impedes reading/blurring</li> <li>• Vocabulary – many serious errors of various kinds, mainly single-word type, but could be corrected without rewriting</li> <li>• Sentences – very few are accurate, often simple and repetitive</li> <li>• Punctuation and spelling – sometimes used correctly</li> <li>• Paragraphs – lack unity or no paragraphs at all</li> </ul>
U(ii) (8-13)	<ul style="list-style-type: none"> <li>• Meaning makes some sense</li> <li>• Multiple Word Errors (MWE) – very frequent, requires re-reading before being understood, impedes reading / blurring</li> <li>• Only a few accurate sentences – mostly simple sentences</li> <li>• Length – short</li> </ul>

U(iii) (0-7)	<ul style="list-style-type: none"><li>• Almost entirely impossible to read / blurring</li><li>• Whole sections make little or no sense at all</li><li>• Occasional patches of clarity (marks awarded)</li><li>• Vocabulary – simple words used</li><li>• “0” to scripts with no sense from beginning till the end</li></ul>

MARKING SCHEME  
ENGLISH LANGUAGE (SPM TRIAL)  
PAPER TWO

**SECTION A: GRAPHICS / STIMULI**

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

**SECTION B: INFORMATION TRANSFER**

16	Oval face
17	Diamond-shaped face
18	Round face
19	Triangular or heart-shaped face
20	Square face
21	Aviators, vintage, classic Wayframes (or any two)
22	into better balance
23	deep colours sunglasses
24	oval frames or squares with softly curved edges
25	flatter the shape of your face



### SECTION C: READING COMPREHENSION

26		<ul style="list-style-type: none"> <li>• Wrapped all his fingers around the pencil</li> <li>• Clasped it awkwardly between his middle and fourth finger</li> </ul>
27	a	<ul style="list-style-type: none"> <li>• competently</li> </ul>
	b.i	<ul style="list-style-type: none"> <li>• the desire to draw with a purpose</li> </ul>
	b.ii	<ul style="list-style-type: none"> <li>• cerebral palsy</li> </ul>
28	a	<ul style="list-style-type: none"> <li>• he drew the world's largest caricature</li> </ul>
	b.i	<ul style="list-style-type: none"> <li>• it is bigger</li> <li>• twice the size of the previous record</li> </ul>
	b.ii	<ul style="list-style-type: none"> <li>• it took shorter time to complete</li> <li>• it took three and a half hour to complete compared to the previous record which was completed in three days</li> </ul>
29		<ul style="list-style-type: none"> <li>• to build homes for the less fortunate</li> </ul>
30		<ul style="list-style-type: none"> <li>• any acceptable response and suitable reasons</li> </ul>

### 31 SUMMARY WRITING

#### Awards of Mark

- Content – 10 marks
- Language – 5 marks

#### CONTENT:

1. Meeting Daniel
2. teenager with cerebral palsy
3. Peter doubted Daniel's ability to draw
4. Daniel managed to draw
5. Felt he should do more with his drawing
6. Took on projects to raise awareness
7. Earned a place in Guinness World Book of Records
8. Drawing the world's largest caricature
9. Bigger drawing than the previous record
10. Took shorter time to complete
11. Drawing caricature for 24 hours non-stop
12. Raise money for Habitat for Humanity
13. Completed 952 sketches
14. Raised \$6000 through donations
15. Earned a mention in the Singapore Book of Records

#### LANGUAGE:

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> <li>• Sustained rephrasing</li> <li>• Phrases that are too difficult</li> </ul>	5	<ul style="list-style-type: none"> <li>• The language is accurate</li> <li>• There are some slips and minor errors</li> </ul>

	<ul style="list-style-type: none"> <li>to extract can be taken from the text</li> <li>The expression used by the candidate is secure</li> </ul>		<ul style="list-style-type: none"> <li>Language is very well organised and coherent throughout the writing</li> <li>Ability to use original sentences and write complex sentences</li> </ul>
4	<ul style="list-style-type: none"> <li>The is noticeable rephrasing</li> <li>Free from stretches of sentences being lifted from the text</li> <li>The expression used are generally sound</li> </ul>	4	<ul style="list-style-type: none"> <li>The language is largely accurate</li> <li>There are isolated serious errors</li> <li>Text is well organized and coherent in most part</li> </ul>
3	<ul style="list-style-type: none"> <li>There is limited rephrasing</li> <li>There is selected and intelligent lifting</li> <li>The expression is not always secure</li> </ul>	3	<ul style="list-style-type: none"> <li>The language is largely accurate</li> <li>There are noticeable serious errors</li> <li>It is fairly organized and coherent in some parts</li> </ul>
2	<ul style="list-style-type: none"> <li>There is evidence of copying some relevant sentences</li> <li>Attempts to substitute with their own language (single word substitute)</li> </ul>	2	<ul style="list-style-type: none"> <li>The meaning is not in doubt</li> <li>Frequent serious errors</li> <li>The text is poorly organised and it lacks coherent</li> </ul>
1	<ul style="list-style-type: none"> <li>There is more or less a complete transcript of the original text</li> <li>Whole lifting or mindless lifting which includes irrelevant sentences</li> </ul>	1	<ul style="list-style-type: none"> <li>High incidence of serious errors</li> <li>The syntax is fractured</li> <li>The text is incoherent</li> </ul>

Note:

- If the summary is outside the given text or totally irrelevant, the mark “0” is awarded.
- If the candidate more or less copies the text, the maximum marks awarded for USE OF ENGLISH is “3”.

#### SECTION D: LITERATURE COMPONENT

32	a	<ul style="list-style-type: none"> <li>The eyes</li> </ul>
	b.i	<ul style="list-style-type: none"> <li>Not to compromise</li> </ul>
	b.ii	<ul style="list-style-type: none"> <li>Be sure of a person’s intention/ characteristics</li> </ul>
	c	<ul style="list-style-type: none"> <li>Any acceptable answers</li> </ul>

### 33 LITERATURE ESSAY

#### Award of Marks

- Content – 10 marks
- Language – 5 marks

MARK	CONTENT	MARK	LANGUAGE
10 – 9	<ul style="list-style-type: none"> <li>• Relevant response to the task given</li> <li>• Detailed and well developed textual evidence</li> <li>• Consistent and convincing point of view</li> </ul>	5	<ul style="list-style-type: none"> <li>• The language is accurate</li> <li>• Very well organized</li> <li>• Can be understood easily</li> </ul>
8 – 7	<ul style="list-style-type: none"> <li>• Fairly relevant response</li> <li>• Fairly relevant textual evidence and consistent point of view</li> <li>• Some development in the text</li> </ul>	4	<ul style="list-style-type: none"> <li>• Language is largely accurate</li> <li>• Well organized</li> <li>• Can be understood easily</li> </ul>
6 – 5	<ul style="list-style-type: none"> <li>• Intermittently relevant response</li> <li>• Provide little textual evidence</li> <li>• Consistent point of view in some parts</li> </ul>	3	<ul style="list-style-type: none"> <li>• There are frequent errors but meaning is still clear</li> <li>• Fairly organized</li> <li>• Quite easily understood</li> </ul>
4 – 3	<ul style="list-style-type: none"> <li>• Very little relevance to the task given</li> <li>• Little textual evidence</li> <li>• The point of view is difficult to understand</li> </ul>	2	<ul style="list-style-type: none"> <li>• The meaning of some part of the text is not clear</li> <li>• Poorly organized</li> <li>• Generally difficult to understand</li> </ul>
2 – 1	<ul style="list-style-type: none"> <li>• Almost no relevance to the task</li> <li>• Shows very little understanding of the task</li> <li>• No textual evidence is provided</li> </ul>	1	<ul style="list-style-type: none"> <li>• Makes little or no sense at all</li> <li>• Difficult to read and understand</li> <li>• No organisation</li> </ul>

#### NOTE:

- No marks will be awarded if there is no response or if the text is written in languages other than English
- 1 mark can be awarded if there is mentions of the novels