

**SULIT**  
**Bahasa Inggeris**  
**Ogos 2012**  
**1 ¾ jam**

**1119/1**

Nama : ..... Tingkatan : .....



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

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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2012  
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

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**BAHASA INGGERIS**

**Kertas 1**

**1 Jam 45 Minit**

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**JANGAN BUKA KERTAS SOALAN INI 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 50 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 50 minutes on **Section B**.

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Kertas ini mengandungi 3 halaman bercetak

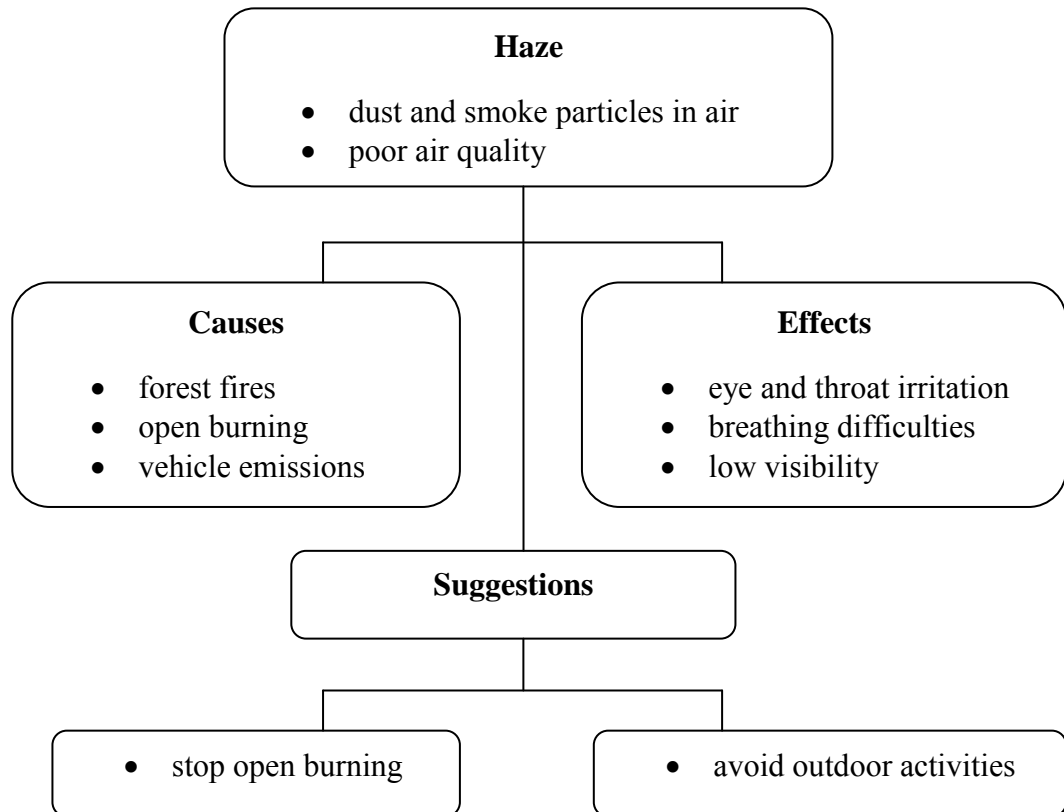
**Section A : Directed Writing**

[35 marks]

[Time suggested : 45 minutes]

Recently haze has become a serious problem in your town. You have carried out a survey on the causes and effects of haze. Based on your findings, write **a report** to the principal regarding the matter. In your report, give the causes and effects of haze and provide suggestions to reduce the problem.

Use the following notes to write your report.



When writing the **report**, you should remember to:

- address your report to the principal
- provide a title
- include your name
- use **all** the points given
- add **two other suggestions of your own**

**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 A pleasant dream.
- 2 Describe a scene after a disaster.
- 3 Success comes to those who work hard. Do you agree?
- 4 Write a story ending with:  
“.....he left and closed the door behind him quietly.”
- 5 Strength

**KERTAS SOALAN TAMAT**

**SULIT**  
**Bahasa Inggeris**  
**Ogos 2012**  
**2 ¼ jam**

1119/2

Nama : ..... Tingkatan : .....



**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
 DAN SEKOLAH KECEMERLANGAN  
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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2012  
 PERCUBAAN SIJIL PELAJARAN MALAYSIA**

**BAHASA INGGERIS**

**Kertas 2**

**2 Jam 15 Minit**

**JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU**

**Arahan**

1. Kertas soalan ini mengandungi empat bahagian:  
**Bahagian A, Bahagian B, Bahagian C dan Bahagian D.**
2. Jawab semua bahagian.
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	
<b>Total</b>	<b>70</b>	

Kertas ini mengandungi 19 halaman bercetak

**Section A**

[15 marks]



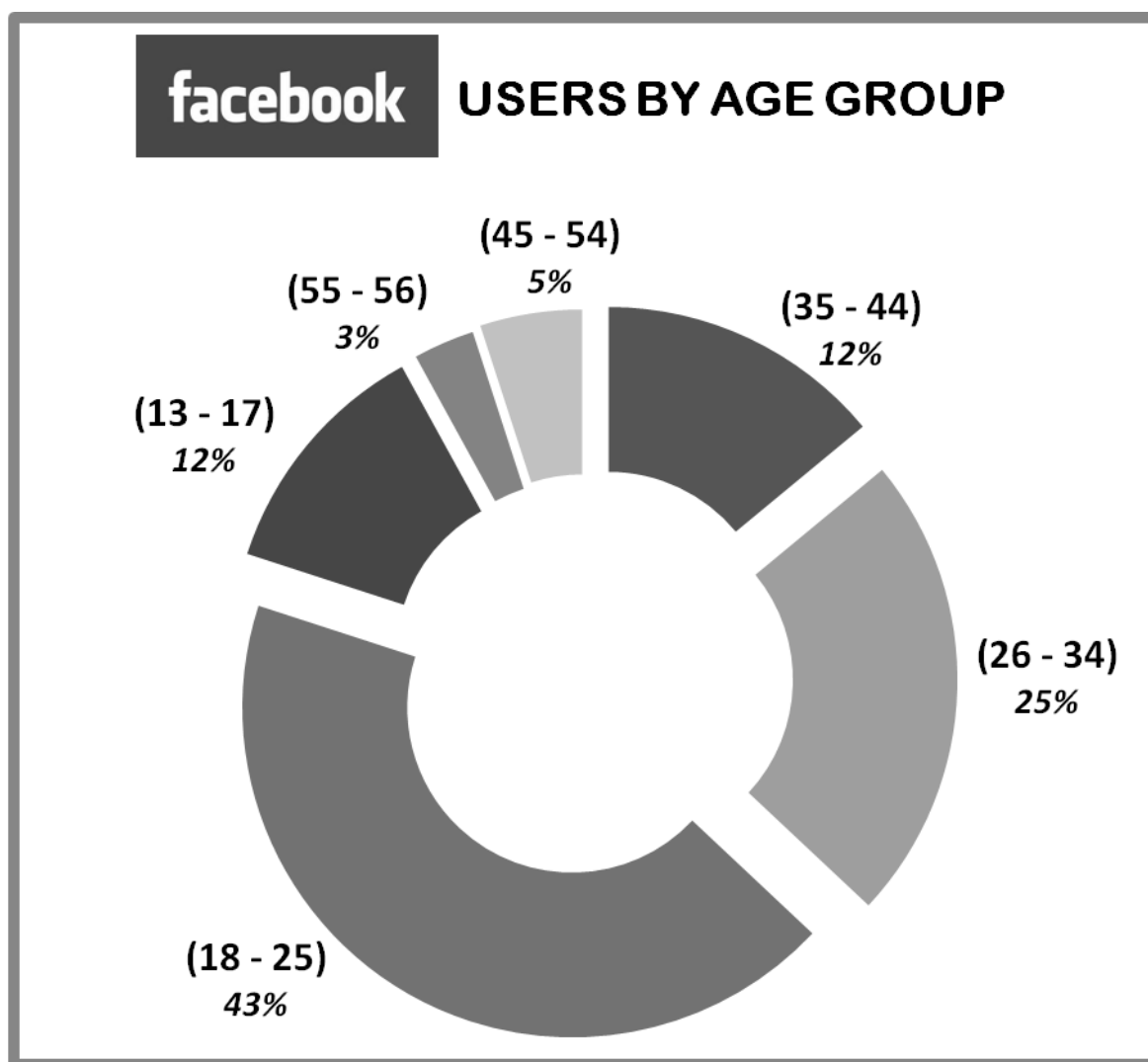
1. The purpose of this notice is to
- A remind the public not to block the exit door
  - B encourage the public to use the exit door
  - C inform the public where the exit door is
  - D advise the public to keep the door open

***Dear Amy,***

At my 11-year-old son's birthday party, his best friend (and next-door neighbour) gave him a board game. After the party, we discovered that the game had some missing pieces and did not work. I figured that money was tight and that his mom probably bought it from a jumble sale. Fine – except the very next day, his friend came over riding a brand new bicycle. Do I mention the defective gift to my neighbour, and risk embarrassing her, or let it go ?

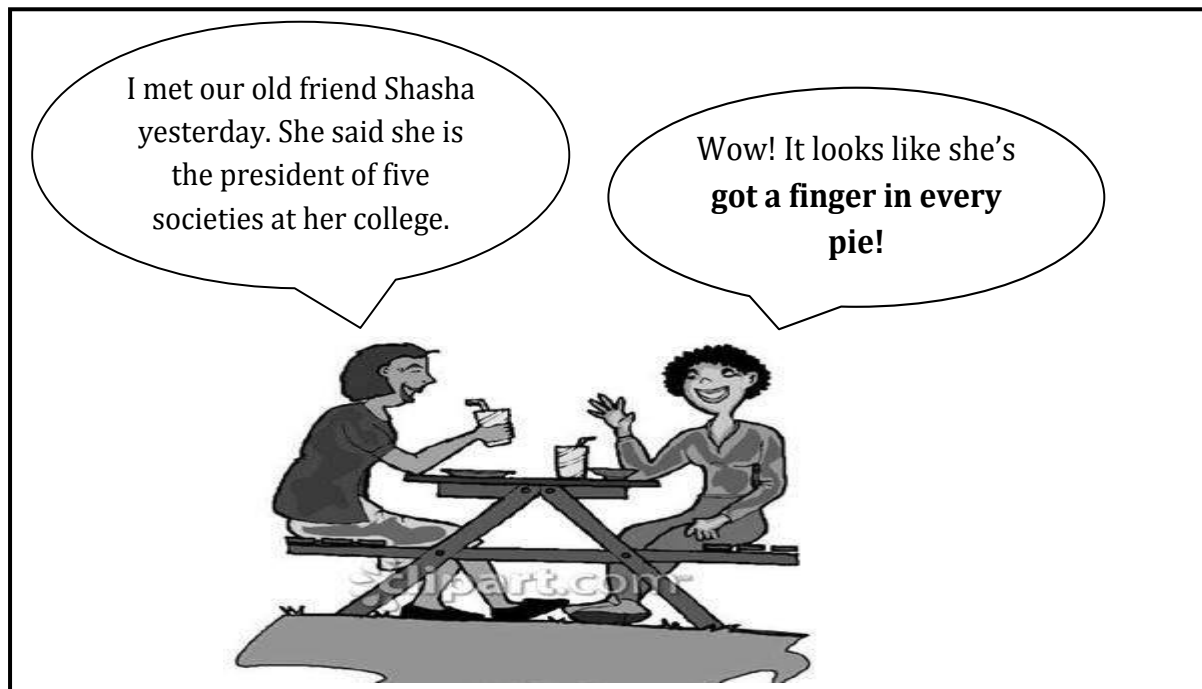
***Upset Mom***

2. From the letter above, we know that the writer was upset because
- A she could not afford to buy her son a bicycle
  - B her neighbour had given her son a faulty gift
  - C her neighbour had a financial problem
  - D she had embarrassed her neighbour



3. Which two age groups show the same percentage?

- A 18 to 25 and 26 to 34
- B 13 to 17 and 35 to 44
- C 55 to 56 and 45 to 54
- D 13 to 17 and 26 to 34



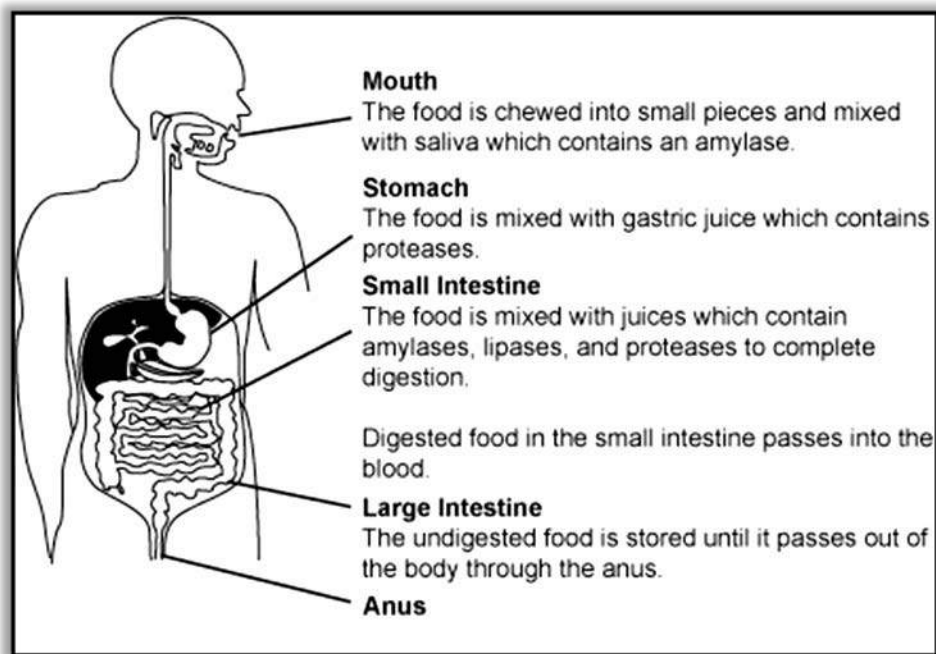
4. From the conversation, we know that Shasha

- A is getting very old
- B makes delicious pies
- C is a very busy person
- D likes to make new friends

<b>Serving Size : 5 oz</b>	
<b>Servings Per Container : 4</b>	
<hr/>	
<b>Amount Per Serving</b>	
<b>Calories : 90</b>	<b>Calories</b>
<b>from Fat : 30</b>	

5. The label above can most probably be found on a

- A laundry detergent
- B perfume bottle
- C cutlery set
- D cereal box



6. Based on the information about digestion, which of the following statements is true?
- A Gastric juice is contained in the saliva
  - B Digestion is completed in the small intestine
  - C The undigested food is permanently stored in the large intestine
  - D The food will pass through the small intestine before it reaches the stomach

TV2 – FRIDAY 12 JUNE			
7.00	7.30	8.00	8.30
<b>My Wife And Kids</b>	<b>Two And A Half Men</b>	<b>Gary Unmarried</b>	<b>Catwoman</b>
Claire teaches Michael a lesson for jumping to conclusions, and Junior accidentally gives Kady his dog's medicine	Charlie tries to surf to impress Dotty, but after he nearly drowns, he is convinced that he saw his late father	Allison is upset when her new friend Sophie prefers spending time with Gary than her	Halle Berry doesn't need help from Batman this time. Yet it's not clear if she is good or evil. This once artist turned superhero gets involved in a conspiracy at work and trouble follows this cat's tail

7. Based on the TV Guide above, a person who likes an action movie should watch
- A Catwoman
  - B Gary Unmarried
  - C My Wife and Kids
  - D Two And A Half Men



# MISSING!

Age : 2 yrs old      Sex : Girl  
Height : 2'15"      Weight : 11 kg  
Hair : Short, Light brown, Curly  
Eyes : Light blue  
Clothes worn when missing : Pink and  
white polka – dot dress  
Last seen at : Medan Jaya Food Arena on  
Monday, 15 June 2012 at  
8.30 pm

**Answers to 'Peanuts'**

**IF YOU SEE HER, PLEASE CONTACT  
YOUR NEAREST POLICE STATION**

**HAVE YOU SEEN HER?**



**MELISSA SMITH**

8. From the article, we know that the missing girl

- A is nicknamed 'Peanuts'
- B has dark brown eyes
- C likes to eat peanuts
- D has wavy hair

**Questions 9 – 15** are based on the following passage

July 31, 2003 marked a major milestone for nature conservation in Malaysia when His Royal Highness the Sultan of Perak declared 117,500 hectares of the Belum Temenggor rainforest as the Royal Belum State Park.

Royal Belum now constitutes one of the most extensive nature reserves in Peninsular Malaysia. Surviving \_\_\_**9**\_\_\_ more than 130 million years, it is older than the Amazon forest. It remains home to a \_\_\_**10**\_\_\_ of flora and fauna surpassing that of most other forests on earth. Perak's Royal Belum State Park is one of the \_\_\_**11**\_\_\_ places on earth where one can view so many remarkable animal species, including rare and \_\_\_**12**\_\_\_ ones.

Like a large sparkling jewel, a spectacular body of water complements the \_\_\_**13**\_\_\_ landscape. Seen from above, the magnificent emerald lake glistens magically \_\_\_**14**\_\_\_ the sun. The clear waters support numerous species of fish and other fresh water creatures. Without doubt, Lake Temenggor charms \_\_\_**15**\_\_\_ anglers and nature lovers.

With wise conservation, its beauty and potentials can be sustained and enhanced for the benefit of future generations.

( Adapted from *The National Heritage* )

- |  |  |
|--|--|
| <p>9. A in<br/>B of<br/>C for<br/>D from</p>                             | <p>13. A lush<br/>B wild<br/>C rustic<br/>D grassy</p>   |
| <p>10. A diversified<br/>B diversify<br/>C diversity<br/>D diverse</p>   | <p>14. A within<br/>B inside<br/>C above<br/>D under</p> |
| <p>11. A many<br/>B much<br/>C little<br/>D few</p>                      | <p>15. A all<br/>B both<br/>C none<br/>D neither</p>     |
| <p>12. A endanger<br/>B endangers<br/>C endangered<br/>D endangering</p> |  |

**SECTION B**

[10 marks]

**Questions 16 - 25**

*Read the following poster and complete the graphic organiser that follows.*

The State Library and MyBank present

**Spelling Bee  
Challenge 2012**

August 30, 2012



We are calling all students to participate in Spelling Bee Challenge 2012.

This is a special activity for students during Merdeka Day Celebration.

- Students are divided into two categories : Primary and Lower Secondary.
- The best spellers in both categories will win cash prize of RM500 each and a holiday package to Andaman Resort for two.
- Participants must be Malaysian citizens
- Online pre-registration is required by 25<sup>th</sup> August 2012. No walk-ins.
- For complete terms and conditions, please log on to [spellingbee@yahoo.com](mailto:spellingbee@yahoo.com)
- The contest for primary students will be held at Perdana Hall and lower secondary students will be at the auditorium.
- Please gather at the respective venues at 8.00 a.m. for registration and the contest will commence at 9.00 a.m .

*Now every one can spell*

Using the information from the poster given, complete the graphic organiser below.

<b>Spelling Bee Challenge 2012</b>	
<b>Held in conjunction with:</b> 16. ....	<b>Co-organisers :</b> 17. .... .....
<b>Venues :</b> 18. .... 19. ....	<b>Time of contest :</b> 20. ....
<b>Pre-registration via:</b> 21. ....	<b>Deadline:</b> 22. ....
<b>Prizes:</b> 23. .... 24. ....	
<b>Slogan :</b> 25. ....	

**SECTION C**

[25 marks]

**Questions 26 -31** are based on the following passage.

- 1 On a recent morning in Clearwater, Florida, Maja Kazazic peered down into a 73,000-gallon aquarium. For two years, she had been watching the injured bottlenose dolphin named Winter swim around the tank. From a distance, the dolphin seemed approachable enough. Slowly, the young woman eased herself into the nearby pool. Despite her fear, she felt strong wearing her new leg. She was ready to fulfil a pledge that was made a long time ago – when she was in her second grade and she lost her five-year-old cousin, Jasmina, to leukemia. 5
- 2 After Jasmina’s death, Kazazic vowed she would honour the little girl by swimming with a dolphin, an animal that both girls adored. “Jasmina never got the chance to do it,” says Kazazic, 32, “so I decided that someday I’d do it for her.” In high school, sports, basketball and tennis were Kazazic’s passion. She planned to become a professional athlete. Then in 1993, during the Bosnian civil war, a mortar shell fired by Croat separatists exploded in the courtyard of her building. The six friends she had been chatting with were killed; 16-year-old Kazazic was badly injured – left arm and both legs riddled by shrapnel. 10
- 3 At a makeshift hospital, her left leg was deemed beyond repair and amputated just below the knee. “There was no anaesthesia,” she recalled. “They tied me down and put a piece of rubber in my mouth to bite on. I could feel everything.” Her leg wound became infected; without antibiotics, she drifted in and out of consciousness. For weeks, her parents kept vigil by her bed. British activist Sally Becker, who evacuated many children during the war, arranged to bring Kazazic to the United States for treatment. 15  
20
- 4 Kazazic spent nearly two years in a hospital in Cumberland, Maryland, watched over by volunteers from Veterans for Peace. A few months in, Kazazic received her first artificial leg. As there was so little bone left, the prosthesis was hard to fit, and with her right leg also damaged, walking was intensely painful. Nonetheless, she managed to graduate from a local high school. At 18, she left the hospital and moved into an apartment with a fellow refugee. 25
- 5 Her parents finally joined her in Maryland, but Kazazic was already fiercely independent. After receiving a BA in psychology at Saint Francis University in Pennsylvania, she moved to Florida’s Gulf Coast, landing a job at an insurance firm and eventually launching her own website development company. After dozens of surgeries, she was able to play the occasional round of golf or set of tennis. But she still hobbled on an imperfect prosthesis, and each activity left her in agony for days. 30

- 6 To unwind, she watched the dolphins played at Clearwater Marine Aquarium, near her home in Palm Harbour. A young dolphin, Winter, who had lost her tail in a crab trap, caught Kazazic's eye: "She swam more like a shrimp than a dolphin. *I identified with her.*" After one doctor's visit, Kazazic showed up at the aquarium feeling morose. Trainers were fitting Winter with a high-tech tail – a flexible steel joint covered in silicone plastic, with a gel lining designed to protect a dolphin's delicate skin. When they were done, Winter streaked off through the water. 35
- 7 Kazazic was mesmerized. If she could do this, there was no way I couldn't, she thought. She approached the trainers, who put her in touch with the inventors, Hanger Prosthetics & Orthotics in Bethesda, Maryland. Within ten days, she had a new leg. With its soft liner and built-in microprocessor that adjusted the fit for different activities and terrains, "for the first time in almost 16 years, I was pain-free." 40
- 8 Eight months later, Kazazic was ready to keep the promise she had made in honour of Jasmina. She went to the aquarium with her parents and lowered herself into the tank. She held out a hand to Winter, who approached cautiously and then glided away. After a few minutes, the dolphin let Kazazic stroke her back. Finally, Winter nuzzled up to her shoulder. Then the two embarked on an hour-long swim around the pool. 45
- 9 When Kazazic climbed out, her parents embraced her. Kazazic herself would have shouted with joy had she not been aware of dolphins' sensitivity to noise. Instead she quietly said, "I feel like I owed somebody something, and now I've paid my debt." 50

( Adapted from *Reader's Digest* )

26 From paragraph 1, where was Winter first seen?

.....  
[1 mark]

27 From paragraph 2,

(a) What did Kazazic promise to do after her cousin's death?

.....  
[1 mark]

(b) What happened to Kazazic during the Bosnian civil war?

.....  
[1 mark]

- 28 (a) From paragraph 4, which **phrase** conveys the meaning of ‘extremely aching’?

.....  
[1 mark]

- (b) From paragraph 5, what did Kazazic accomplish despite her difficult condition?  
Mention **two** accomplishments.

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

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

- 29 (a) From paragraph 6, why did Winter swim “ more like a shrimp than a dolphin?”

.....  
[1 mark]

- (b) From paragraph 7, give **an evidence** to show that Kazazic did not suffer anymore?

.....  
[1mark]

- 30 In your own words, what valuable lessons did you learn from Kazazic’s story?

Lesson 1 : .....  
[1 mark]

Lesson 2: .....  
[1 mark]







**Section D**

[20 marks]

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

***He Had Such Quiet Eyes***

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

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

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

***Bibsy Soenharjo***

(a) What does the line "They were two pools of lies" indicate about the man?

.....  
[1 mark]

(b) Why do you think the girl did not listen to the advice?

.....  
[1 mark]

(c) In stanza 1, which **word** shows what the man wants from the girl.

.....  
[1 mark]

(d) If you were to find a life partner, what quality would you look for?

Give a reason for your answer.

Quality : .....  
[1 mark]

Reason : .....  
[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.*

(a) Write about a character who portrays a moral value in the novel you have studied.  
Using the details from the novel show instances that describe this value.

Support your answer with close reference to the text.

[15 marks]

.....  
.....  
.....  
.....  
.....  
.....

This image shows a full page of a worksheet designed for handwriting practice. It consists of approximately 20 horizontal rows. Each row is defined by two parallel dotted lines, creating a series of uniform gaps for writing. The entire page is otherwise blank, with no margins, text, or other markings.



**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 :

Ⓐ   Ⓑ   ●   Ⓓ

1.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

9.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

2.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

10.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

3.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

11.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

4.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

12.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

5.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

13.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

6.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

14.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

7.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

15.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

8.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

SULIT



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PERATURAN PERMARKAHAN  
BAHASA INGGERIS  
KERTAS 1

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**SECTION A : DIRECTED WRITING**

This question is assessed as follows:

**1 ALLOCATION OF MARKS:**

FORMAT	3 MARKS
CONTENT	12 MARKS
LANGUAGE	20 MARKS

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<b>Total</b>	<b>35 marks</b>
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**2 FORMAT AND CONTENT MARKS**

<b>FORMAT</b>		<b>MARKS</b>
<b>F1</b> = Address to the principal		1
<b>F2</b> = Title		1
<b>F3</b> = Name		1
<i>Sub-total</i>		3
<b>(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded.)</b>		
<b>C1</b>	Haze - dust and smoke particles in the air	1
<b>C2</b>	poor air quality	1
<b>C3</b>	forest fires	1
<b>C4</b>	open burning	1
<b>C5</b>	vehicle emissions	1
<b>C6</b>	eye and throat irritation	1
<b>C7</b>	breathing difficulties	1
<b>C8</b>	low visibility	1
<b>C9</b>	stop open burning	1
<b>C10</b>	avoid outdoor activities	1
<b>C11</b>	mention one suggestion of their own	1
<b>C12</b>	mention another suggestion	1
<i>Sub-total</i>		12
<b>Grand Total</b>		<b>15</b>



### 3 LANGUAGE – 20 MARKS

1. Marks are awarded for :
  - i. Accurate English
  - ii. Style and Tone appropriate to the task
2. Read the script and indicate all the errors of language by underlining word, phrase or punctuation where the mistake appears.
3. Please take for good appropriate vocabulary, structure and tone.
4. Award marks by referring to the criteria for marking language.

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 – 20	<ul style="list-style-type: none"> <li>The <b>language</b> is entirely accurate apart from very occasional first draft slips.</li> <li><b>Sentence structure</b> is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li><b>Vocabulary</b> is wide and is used with precision.</li> <li><b>Punctuation</b> is accurate and helpful to the reader.</li> <li><b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li><b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>The <b>topic</b> is addressed with consistent relevance.</li> <li>The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> <li>The <b>tone</b> is appropriate for a talk.</li> </ul>
B 16 - 18	<ul style="list-style-type: none"> <li>The <b>language</b> is accurate; occasional errors are either minor or first draft slips.</li> <li><b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li><b>Sentences</b> show some variation of length and type, including some complex sentences.</li> <li><b>Punctuation</b> is almost always accurate and generally helpful.</li> <li><b>Spelling</b> is nearly always accurate.</li> <li><b>Paragraphs</b> show some evidence of planning, have unity and are usually appropriately linked.</li> <li>The piece of writing is relevant to the <b>topic</b> and the <b>interest</b> of the reader is aroused and sustained throughout most of the composition.</li> <li>The composition is written in <b>paragraphs</b> which show some unity and are usually linked appropriately.</li> <li>The <b>tone</b> is appropriate for a talk.</li> </ul>
C 13 - 15	<ul style="list-style-type: none"> <li>The <b>language</b> is largely accurate.</li> <li>Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li><b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li><b>Sentences</b> may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect.</li> <li><b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> </ul>

	<ul style="list-style-type: none"> <li>Simple words may be <b>spelt</b> correctly but errors may occur when more sophisticated words are used.</li> <li>The composition is written in <b>paragraphs</b> which may show some unity, although links may be absent or inappropriate.</li> <li>The writing is relevant but may lack originality and planning. Some <b>interest</b> is aroused but not sustained.</li> <li>The composition is written in <b>paragraphs</b> which show some unity, although links may be absent or inappropriate.</li> <li>The <b>tone</b> is mostly appropriate.</li> </ul>
<b>D</b>  <b>10 - 12</b>	<ul style="list-style-type: none"> <li>The <b>language</b> is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>There will be patches of clear <b>language</b>, particularly when simple vocabulary and structures are used.</li> <li>There is some variety of <b>sentence</b> type and length but the purpose is not clearly seen.</li> <li><b>Punctuation</b> is generally correct but does not clarify meaning.</li> <li><b>Vocabulary</b> is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>Simple words will be <b>spelt</b> correctly but more spelling errors will occur.</li> <li><b>Paragraphs</b> are used but show lack of planning and unity.</li> <li>The <b>topic</b> is addressed with some relevance but the reader may find composition at this level lacking in liveliness and <b>interest value</b>.</li> <li>The article is written in <b>paragraphs</b> which may show some unity in topic.</li> <li>Lapses in <b>tone</b> may be a feature.</li> </ul>
<b>E</b>  <b>7 - 9</b>	<ul style="list-style-type: none"> <li><b>Meaning</b> is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</li> <li>Some simple <b>structures</b> may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li><b>Vocabulary</b> is limited – either too simple to convey precise meaning or more ambitious but imperfectly understood.</li> <li>Simple words will be <b>spelt</b> correctly but frequent mistakes in spelling and <b>punctuation</b> make reading the script difficult.</li> <li><b>Paragraphs</b> lack unity or are haphazardly arranged.</li> <li>The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> <li>The article will have <b>paragraphs</b> 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.</li> <li>The <b>tone</b> may be inappropriate for a talk.</li> </ul>
<b>U (i)</b>  <b>4 - 6</b>	<ul style="list-style-type: none"> <li><b>Meaning</b> is fairly clear but high incidence of throughout the writing will definitely impede the reading.</li> <li>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.</li> <li>A script at this level will have very few accurate sentences.</li> <li>Although communication is established, the frequent errors may cause blurring.</li> <li><b>Sentences</b> will be simple and very often repetitive.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>• <b>Paragraphs</b> lack unity or there may not be any paragraphs at all.</li> <li>• There may be frequent <b>spelling</b> errors.</li> <li>• The <b>tone</b> may not be appropriate for a talk or, if it is, may not show understanding of the detailed requirements of the task.</li> </ul>
<b>U(ii)</b>  <b>2 - 3</b>	<ul style="list-style-type: none"> <li>• The reader is able to get some <b>sense</b> out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand.</li> <li>• At this level, there may be only a few accurate but simple <b>sentences</b>.</li> <li>• The <b>content</b> may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>• This type of script may also be far short of the required number of words.</li> <li>• Whole sections of the article may make little or no sense. There are unlikely to be more than one or two accurate sentences.</li> <li>• The content is comprehensible, but its <b>tone</b> is hidden by the density of errors.</li> </ul>
<b>U(iii)</b>  <b>0 - 1</b>	<ul style="list-style-type: none"> <li>• Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>• Whole sections of the article may make little or no <b>sense</b> at all or are copied from the task.</li> <li>• Where occasional patches of clarity occur, marks should be awarded.</li> <li>• Award '1' mark if some sense can be obtained.</li> <li>• The mark '0' should only be awarded if the letter makes no sense at all from beginning to end.</li> </ul>

### 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
<b>A</b>  <b>44 - 50</b>	<ul style="list-style-type: none"> <li>• The <b>language</b> is entirely accurate apart from very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> is wide and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance.</li> <li>• The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> </ul>
<b>B</b>  <b>38 - 43</b>	<ul style="list-style-type: none"> <li>• The language is accurate; occasional errors are either minor or first draft slips.</li> <li>• Vocabulary is wide enough to convey intended shades of meaning with some precision.</li> <li>• Sentences show some variation of length and type, including some complex sentences.</li> <li>• Punctuation is almost always accurate and generally helpful.</li> <li>• Spelling is nearly always accurate.</li> <li>• Paragraphs show some evidence of planning, have unity and are usually appropriately linked.</li> <li>• The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.</li> </ul>
<b>C</b>  <b>32 - 37</b>	<ul style="list-style-type: none"> <li>• The language is largely accurate.</li> <li>• Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• Vocabulary is wide enough to convey intended meaning but may lack precision.</li> <li>• 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.</li> <li>• Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• Simple words may be spelt correctly but errors may occur when more sophisticated words are used.</li> <li>• 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.</li> </ul>
<b>D</b>  <b>26 - 31</b>	<ul style="list-style-type: none"> <li>• The language is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>• There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>• Simple words will be spelt correctly but more spelling errors will occur.</li> <li>• Paragraphs are used but show lack of planning or unity.</li> <li>• The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.</li> </ul>
<b>E</b>  <b>20 - 25</b>	<ul style="list-style-type: none"> <li>• Meaning is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</li> <li>• Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li>• Vocabulary is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood.</li> <li>• Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult.</li> <li>• Paragraphs lack unity or are haphazardly arranged.</li> <li>• The subject matter will show some relevance to the topic but only a partial treatment is given.</li> <li>• The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> </ul>
<b>U(i)</b>  <b>14 - 19</b>	<ul style="list-style-type: none"> <li>• Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading.</li> <li>• 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.</li> <li>• A script at this level will have very few accurate sentences.</li> <li>• Although communication is established, the frequent errors may cause blurring.</li> <li>• Sentences will be simple and very often repetitive.</li> <li>• Punctuation will sometimes be used correctly but sentence separation errors may occur.</li> <li>• Paragraphs lack unity or there may not be any paragraphs at all.</li> </ul>
<b>U(ii)</b>  <b>8 - 13</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• At this level, there may be only a few accurate but simple sentences.</li> <li>• The content may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>• This type of script may also be far short of the required number of words.</li> </ul>
<b>U(iii)</b>  <b>0 - 7</b>	<ul style="list-style-type: none"> <li>• Scripts in this category are almost entirely impossible to read.</li> <li>• Whole sections may make little or no sense at all.</li> <li>• Where occasional patches of clarity occur, marks should be awarded.</li> </ul>

SULIT



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

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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2012  
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

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PERATURAN PERMARKAHAN  
BAHASA INGGERIS  
KERTAS 2

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**SECTION A****ANSWERS**

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

**SECTION B : INFORMATION TRANSFER**

16	Merdeka Day celebration
17	The State Library and MyBank (both answers are <b>mandatory</b> )
18	Perdana Hall
19	(the) auditorium (no 18 & 19 are interchangeable)
20	9.00 a.m.
21	<u>spellingbee@yahoo.com/</u> online/website/ internet
22	25 <sup>th</sup> August 2012
23 &	(cash prize of ) RM500 (each) (     ) optional
24	A holiday package to Andaman Resort for two <b>All of the above must be mentioned to award 1 mark</b>  (no 23 & 24 are interchangeable)
25	Now everyone can spell

### SECTION C : COMPREHENSION

#### QUESTIONS 26 – 30

26. In an aquarium / in a 73,000- gallon aquarium / in a tank (in Clearwater, Florida)  
[1mark]
27. (a) She would honour her by swimming with a dolphin (an animal they both adored)  
[1 mark]
- (b) A mortar shell fired by Croat separatists exploded in the courtyard of her building leaving her badly injured /and she was badly injured  
[1 mark]
28. (a) intensely painful [1 mark]
- (b) (i) Received a BA in Psychology (from Saint Francis University, Pennsylvania).
- (ii) Worked at an insurance firm
- (iii) Launched her own website development company
- (iv) Played the occasional round of golf or set of tennis
- ( Award 2 marks for any **TWO** of the above answers) [ 2 marks]
29. (a) It/ Winter/ The dolphin had lost its tail in a crab trap. [1 mark]
- (b) “for the first time in almost 16 years, I was pain-free”  
( all words above are **mandatory**) [1 mark]
30. Accept any plausible answers [2 marks]

#### Note :

- Underlined words are mandatory.
- Words in brackets are optional



**SECTION C : SUMMARY**

CONTENT : 10 marks

LANGUAGE : 5 marks

**TOTAL** 15 marks**31. CONTENT POINTS****Note** : Award 1 mark for each content point to a maximum of 10 marks.

NO	POINTS	LINES	TASKS
1	left arm and both legs riddled by shrapnel	14	How Kazazic suffered due to her leg injury
2	her left leg was (deemed beyond repair and) amputated just below the knee	15– 16	
3	there was no anaesthesia	16	
4	her leg wound became infected	17 – 18	
5	without antibiotics, she drifted in and out of consciousness	18	
6	spent nearly two years in a hospital in (Cumberland, Maryland)	21	
7	the prosthesis/artificial leg was hard to fit (as so little bone was left)	22 - 23	
8	her right leg damaged, making walking <u>intensely</u> painful • The <u>underlined</u> word is mandatory	23 -24	
9	underwent dozens of surgeries	29	What she did to possess a new leg
10	still hobbled on an imperfect prosthesis	30	
11	watched the dolphins played at (Clearwater Marine) aquarium	32	
12	A (young) dolphin, Winter, had lost her tail in a crab trap	33	
13	saw trainers were fitting Winter with a high-tech tail	35 – 36	
14	Approached the trainers, who put her in touch with the inventors	40	
15	within ten days, she had a new leg	41	
16	(soft liner and built-in microprocessor that adjusted the) fit for different activities and terrains	41 – 42	

**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

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

**BAND DESCRIPTORS FOR SUMMARY**

<b>Marks</b>	<b>PARAPHRASE</b>	<b>Marks</b>	<b>Use of English</b>
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 substitute 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.

#### SECTION D : LITERATURE COMPONENT QUESTIONS 32-33

- 32 (a) Insincere/ dishonest/ cannot be trusted/ deceitful/ untrustworthy  
(Accept any plausible answer) (1 mark)
- (b) She loves the man/ She has feelings for the man/ She is naive/ She is unwise/  
She is gullible/ She is stubborn (1 mark)
- (c) paradise (1 mark)
- (d) Accept any plausible answers.  
Mention of quality (1 mark)  
Mention of reason (1 mark)

**QUESTION 33 : NOVEL**

**Marks awarded are as follows :**

**CONTENT : 10 marks**

**LANGUAGE : 5 marks**

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**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**

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

**QUESTION 33 : NOVEL****BAND DESCRIPTORS FOR LANGUAGE**

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