

**JABATAN PELAJARAN NEGERI SABAH****SIJIL PELAJARAN MALAYSIA 2009
EXCEL 2****BAHASA INGGERIS****Kertas 1****Sept 2009****1 jam 45 minit****Satu jam empat puluh lima minit****Arahan**

1. *Kertas soalan ini mengandungi dua bahagian: **Bahagian A dan Bahagian B.***
2. *Jawab **kedua-dua** bahagian.*
3. *Jawapan anda hendaklah ditulis dalam kertas jawapan yang disediakan.*
4. *Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan satu jam untuk **Bahagian B.***

Instructions

1. *This question paper consists of **two** sections: **Section A and Section B.***
2. *Answer both sections.*
3. *Your answer must be written in the answer sheets provided.*
4. *You are advised to spend about 45 minutes on **Section A** and one hour on **Section B.***

Kertas soalan ini mengandungi 3 halaman bercetak

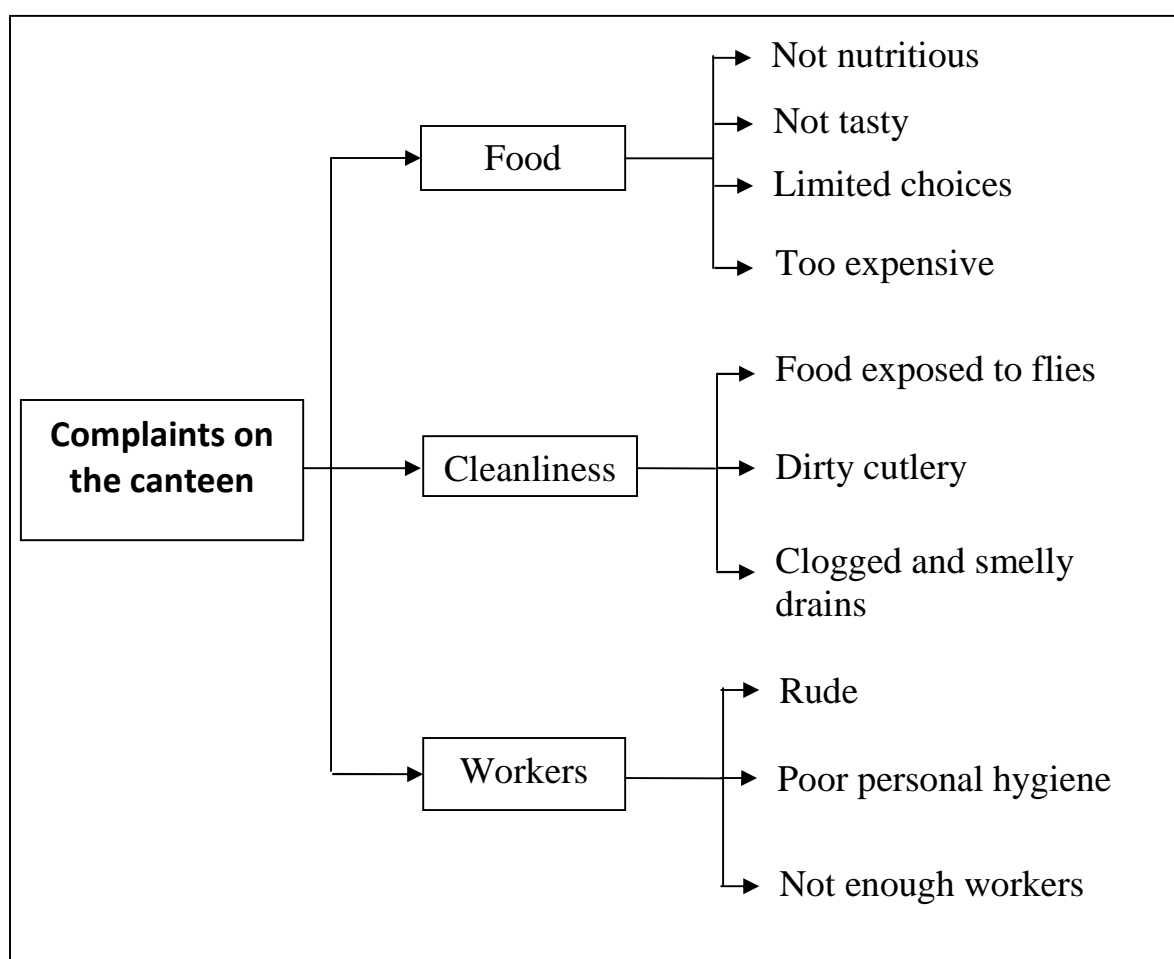
Section A: Directed Writing

[35 marks]

[Time suggested : 45 minutes]

You are the Head Prefect of your school. You received many complaints from the students concerning the school canteen. You have decided to write a **report** to the principal to complain about the conditions of the canteen.

Write your **report** based on the information below.



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

- to give a suitable title
- to use **all** the information given
- to add **two other complaints** of your own
- to provide an ending
- to indicate your name and position

- that the report is for the school principal

Section B: Continuous Writing

[50 marks]

[Time suggested : One hour]

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

- 1 Write about an interesting place you have visited.
- 2 Internet - good or bad?
- 3 My ideal neighbour.
- 4 Write a story beginning with:
“I could tell that my friend was excited...”
- 5 Money

KERTAS SOALAN TAMAT

JABATAN PELAJARAN NEGERI SABAH
SIJIL PELAJARAN MALAYSIA 2009
EXCEL 2
ENGLISH LANGUAGE
PAPER 1
MARK SCHEME

SECTION A – DIRECTED WRITING

ASSESSMENT OBJECTIVES

To test candidates' ability to:

- read and comprehend the rubric
- use the information given to display an understanding of the task
- generate ideas within the specific framework provided
- use clear and accurate Standard English in the response
- use a style and tone appropriate to the task

The objectives above are rewarded as follows:

CONTENT	–	15 marks
LANGUAGE	–	20 marks
TOTAL	–	35 marks

MARKING METHOD

Each script should be read slowly and annotated as detailed in the marking scheme. A brief comment at the end of the script is sometimes helpful when checking accuracy of the marking, particularly when the script has produced an answer which is not entirely catered for the marking scheme, but which is a valid response to the task, and therefore should be given credit.

1 AWARDING MARKS FOR CONTENT

Content – 15 MARKS

❖ **Do not award one mark for the mere mention of the given points.**

Format – 3 marks

- F1 – Title
- F2 – name and position
- F3 – ending

Content Points – 8 marks

- C1 – not nutritious
- C2 – not tasty
- C3 – limited choices
- C4 – too expensive
- C5 – food exposed to flies
- C6 – dirty cutlery
- C7 – clogged and smelly drains
- C8 – rude workers
- C9 – poor personal hygiene
- C10 – not enough workers
- C11 – one complaint on the school canteen
- C12 – one complaint on the school canteen

2 AWARDING MARKS FOR LANGUAGE

Marks are awarded for:

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

**** Candidates may use their own words instead of the words given in the stimulus. However, the meaning must remain unchanged.**

Mark Range	Description of Criteria
<p style="text-align: center;">A 19 – 20</p>	<ul style="list-style-type: none"> • The language is entirely accurate apart from occasional first draft slips. • Sentence structure is varied and sophisticated - shows that the candidate is able to use various sentence length and types to achieve an intended effect. • Vocabulary is wide and used with precision. • Punctuation is accurate and helpful to reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are appropriately linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing. • The style and tone is appropriate – formal and polite. The reader is convinced that this could be a real report.
<p style="text-align: center;">B 16 – 18</p>	<ul style="list-style-type: none"> • The language is accurate but there will be occasional minor errors or first draft slips. • Sentences show some variation in length and type, including the use of complex sentences. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Punctuation is almost always accurate and generally helpful to reader. • Spelling is nearly always accurate. • Written in paragraphs which show some unity and usually linked appropriately. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained throughout the writing. • The style and tone is formal and appropriate for a report. The reader is satisfied that a genuine attempt has been made to write to the school principal.
<p style="text-align: center;">C 13 – 15</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without errors; errors may occur when more sophisticated structures are attempted. • Vocabulary is adequate to convey intended meaning although it may not be sufficiently developed to achieve precision. • Sentences show some variety of length and structure although there is a tendency to use one type of structure, giving it a monotonous effect. • Punctuation is generally accurate; although errors may occur in more complex uses. • Spelling is generally accurate; for common vocabulary. • Written in paragraphs which show some unity; although links may be absent or inappropriate at times. • The style and tone shows some attempts have been made to achieve formality in an report but this may not be sustained. Informal language is used from time to time.

Mark Range	Description of Criteria
<p style="text-align: center;">D 10 – 12</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate for meaning to come through. • There will be patches of clarity, particularly when simple vocabulary and structures are used. • Errors will occur when more complex sentences are attempted. • There may be some varieties of sentence length and type but this may not be successful in enhancing meaning or arousing interest. • Vocabulary is adequate but lacks precision. • Punctuation is generally correct but does not enhance or clarify meaning. • Simple words will be spelt correctly but errors may occur when unfamiliar words are used. • Written in paragraphs 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 style may not be appropriate as in a report. Lapses into an informal language may occur consistently.
<p style="text-align: center;">E 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 precision and speed of reading. • Some simple structures may be accurate, but accuracy is not sustained. • Vocabulary is limited and either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent errors and punctuation make reading the script difficult. • Paragraphs lack unity. Links are incorrectly used. There may be errors of sentence separation and punctuation. • The style may fail to achieve the formality required of the report. If it does, it may not show understanding of the detailed requirements of the task. The tone may not be appropriate for a report.
<p style="text-align: center;">U (i) 4 – 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the incidence of errors is high and definitely impedes the reading • There will be many serious errors of various kinds throughout the script but they are mainly single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • There may be frequent spelling errors. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs may not be used, or if used, show a lack of planning. • The tone and style are inappropriate for a report to the principal.

Mark Range	Description of Criteria
U (ii) 2 – 3	<ul style="list-style-type: none"> • Sense will be decipherable, but some of the errors will be multiple in nature, requiring the reader to re-read and re-organise before meaning becomes clear. • At this level, there may be only a few accurate but simple sentences. • This type of script may also be far short of the required number of words. • Whole sections of the report 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 may make no sense at all or are copied from the task. • Award ‘1’ mark if some sense can be obtained. • The mark ‘0’ should only be awarded if the report makes no sense at all from the beginning to end.

NB No script will fit into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its characteristics. Examiners should not construct any hierarchy of characteristics when allocating a mark, **but should assess the report as a whole before deciding on any category.**

SECTION B – CONTINUOUS WRITING

ASSESSMENT OBJECTIVES

To test candidates' ability to:

- produce a piece of continuous prose in accurate Standard English
- respond relevantly and creatively to a task chosen from a number of alternatives.

Particular emphasis is placed upon the candidates' ability to:

- write sentences of various lengths and types, using a variety of sentence structures as an aid to meaning.
- use a wide range of vocabulary with precision.
- punctuate accurately and effectively.
- write in paragraphs which are appropriately linked and show cohesion.
- spell accurately over the full range of vocabulary.
- respond with relevance and precision to the chosen topic.
- engage and sustain the interest of the reader.

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 drafts slips • Sentence structure is varied and sophisticated – shows the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and 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. • Sentences show some variation of length and type, including some complex sentences. • Vocabulary is wide enough to convey intended shades of meaning with some precision • 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; errors may occur when more sophisticated structures are attempted • Sentences may show some variety of structure and length but there is a tendency to use one type structure, giving it a monotonous effect • Vocabulary is wide enough to convey intended meaning but may lack precision • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words will be spelt correctly but errors occur when more sophisticated words are used.

	<ul style="list-style-type: none"> • 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.
D 26 - 31	<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.
E 20 - 25	<ul style="list-style-type: none"> • Meaning is never in doubt, but 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 errors 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 the composition may have.
U (i) 14 - 19	<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.
U (ii) 8 - 13	<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.
U (iii) 0 - 7	<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. • The mark '0' should only be given if script makes no sense at all, from the beginning to end.

Bahasa Ingeris K 2 Percubaan Sabah 2009

1

Section A

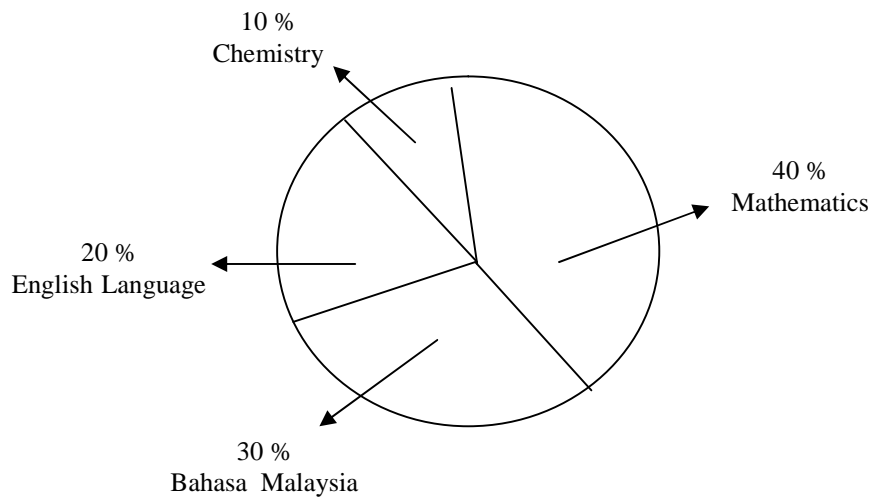
[15 marks]

Sarawak:

A.M. : Isolated showers in the West Coast, Kuching and Interior. Elsewhere fair.

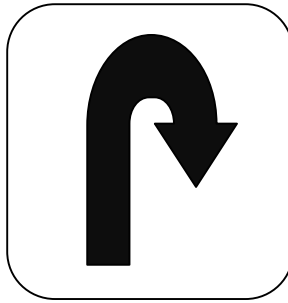
P.M. : Weather fair in all divisions.

1. From the weather forecast above, we know that
- A it will be sunny in the afternoon.
 - B the weather will be good in the afternoon.
 - C the weather will be sunny throughout the day.
 - D all Sarawak divisions will have isolated showers in the morning.

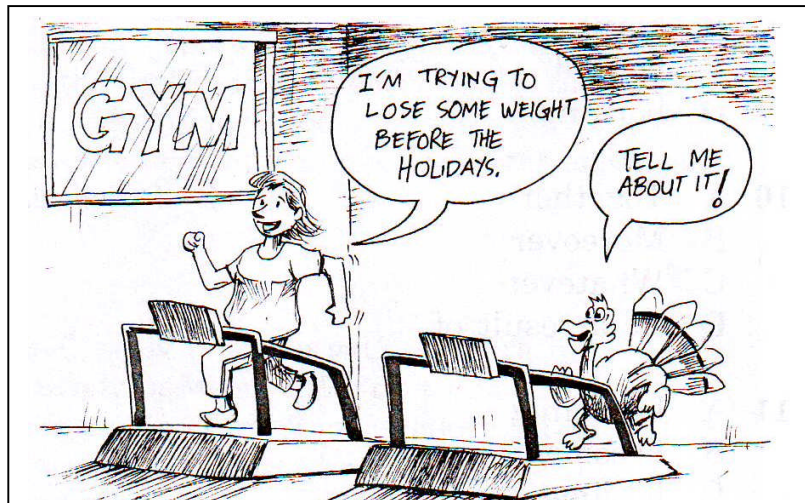


Favourite subjects of Form Five Students of SMK Libang Buazo

2. From the pie chart, we can conclude that many students
- A dislike Mathematics.
 - B like the English Language.
 - C need guidance in Bahasa Malaysia.
 - D like Mathematics more than Chemistry.



3. The sign above
- A allows vehicles to make a u-turn.
 - B refers to a round-about further down.
 - C tells us that we cannot enter the road.
 - D allows vehicles to move in one direction only.



4. From the picture above, we can say that
- A they are trying to lose weight.
 - B the turkey is running after the lady.
 - C the lady is running away from the turkey.
 - D they are planning to go for a holiday together.

DO NOT ACCEPT IF SEAL IS BROKEN

5. The sign above tells consumers
- A to accept product if seal is broken.
 - B not to purchase product if the cap is not broken.
 - C not to purchase product unless seal is broken.
 - D to purchase product only if seal is not broken.

ENVIRONMENTAL AWARENESS

KOTA KINABALU, Thurs: In a drive to create cleanliness and environmental awareness, the Sabah government has introduced the Clean and Green slogan. The campaign was officiated by Datuk Seri Musa Aman yesterday at Kota Kinabalu Municipal Hall.

6. From the newspaper report above, we know that
- A the slogan must be written in green.
 - B the campaign is to create a caring society.
 - C the campaign was officiated on Thursday.
 - D the campaign is to create cleanliness and environmental awareness.

**CASH & CARRY
PC FAIR 2009
20th – 26th July 2009**

Opening Hours:
9.00 a.m. – 8.00 p.m. (Weekdays)
10.00 a.m. – 9.00 p.m. (Weekends)
Venue: Centre Atrium, 1Borneo

- Purchase by major credit cards will be charged 2%

7. The advertisement above is to inform that
- A the public must pay by cash only.
 - B the public can buy computers from the fair.
 - C there will be a two-week computer sale at 1Borneo.
 - D the PC fair opens from 9.00 a.m. to 9.00 p.m. daily.

PUREENY Maternity Toothpaste is a safe formulation for pregnant women as it does not contain *fluoride*, *sodium lauryl sulphate* and *saccharin*. The gentle formulation is also ideal for dry mouth condition, which can be caused by stress, medication and vitamin deficiency. Symptoms of dry mouth are bleeding gums, sores, cracked lips and bad breath.

8. From the extract above, we know that
- A the toothpaste is suitable for pregnant women.
 - B this toothpaste contains fluoride which is good for our teeth.
 - C this toothpaste is especially formulated for women and babies only.
 - D cannot be used by anyone who is suffering from dry mouth condition.

Questions 9 -15 are based on the following passage.

What's in a name? Your future. This is according to the famous Malaysian shoe designer, Jimmy Choo. Choo first _____ (9) his shoe shop in London in 1984 under the brand name Lucky Shoe, which he admitted wasn't lucky for him. Rebranding to James Shoes a few months later _____(10) any more successful. Then in 1986, working out of the former Metropolitan Hospital in East London _____ (11) had been converted into a market for artisans and clothing designers, he was inspired by a fellow designer to use his own name.

Times were _____ (12) but he persisted and two years later, Choo caught the attention of British *Vogue*, which dedicated an eight-page spread to his designs. The _____ (13) feature attracted the attention of several British fashion designers, including Jasper Conran and Ben de Lisi, who then asked Choo to design shoes for their catwalk _____(14). A lady who worked with the designer _____ (15) Choo and told him they wanted to use his shoes, but didn't want to use his name in the show. Choo said, "No way!" It was possibly the most important strategic decision of his career.

Adapted from Readers Digest, May 2009

9. A set up
B sat up
C sit up
D sitting up

12. A. easy
B hard
C soft
D solid

15. A visit
B visits
C visited
D visiting

10. A isn't
B aren't
C wasn't
D weren't

13. A diary
B novel
C journal
D magazine

- 11 A who
B whom
C whose
D which

14. A demonstration
B competition
C parade
D show

Section B
[10 marks]

Questions 16 – 25

Read the advertisement and complete the diagram that follows.

1st MALAYSIAN FILM FESTIVAL
At PAN PACIFIC HOTEL
KUALA LUMPUR

30th December 2009
organised by the Ministry of Tourism and TV3

Entries for the following categories are welcomed:

• Documentary films	• 40 mm films
• Animation films	• Digital films

Closing date for submissions: 5th September 2009

***Winners of each category will be announced
during the gala night on 30th December 2009***

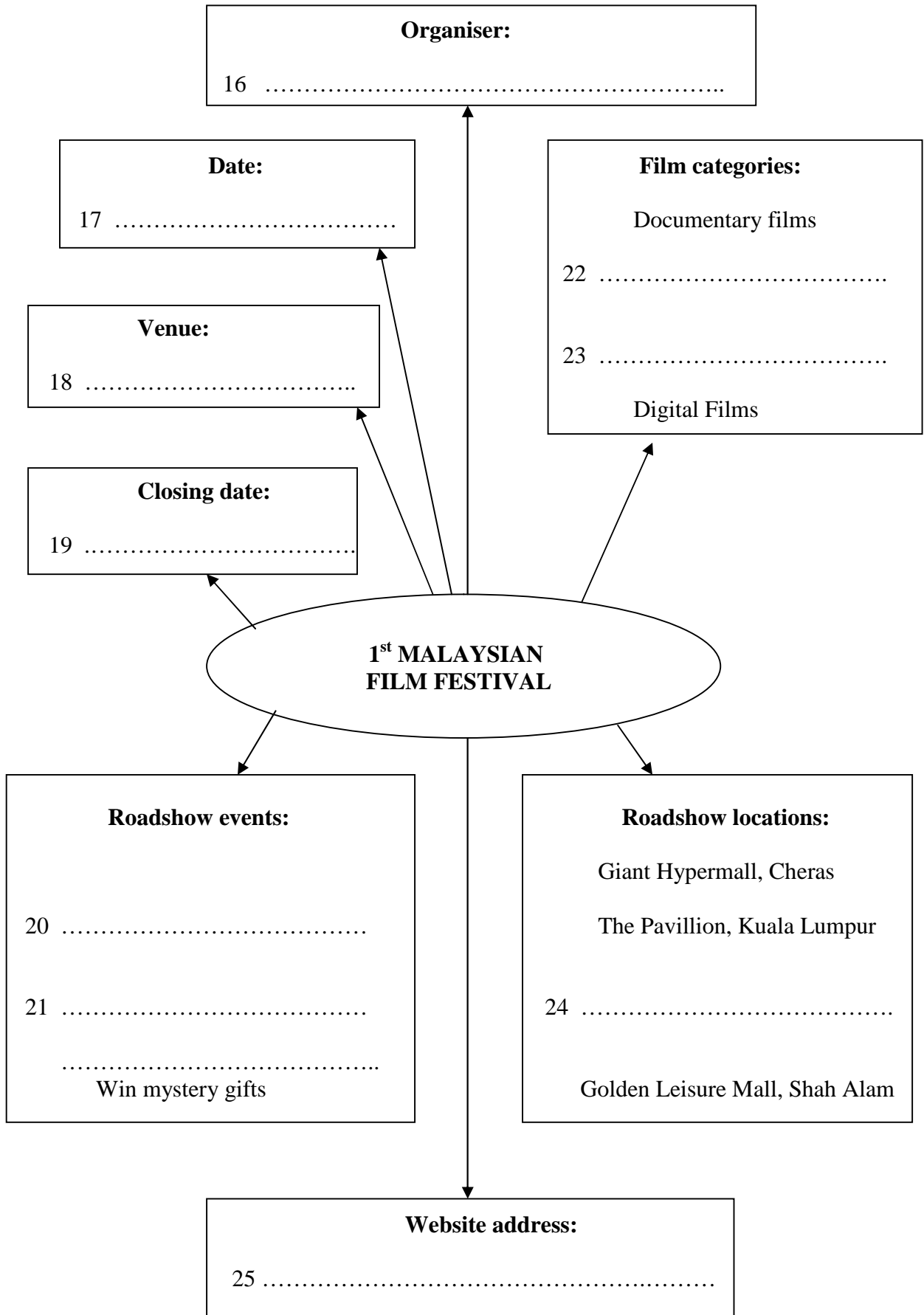
Roadshows will be held at the following locations. So come and join in the activities to celebrate the festival.

- 1st October (2.00 p.m.) - Giant Hypermall, Cheras
- 10th October (2.00 p.m.) - The Pavillion, Kuala Lumpur
- 16th October (2.00 p.m.) - Supersaver Megastore, Serdang
- 25th October (2.00 p.m.) - Golden Leisure Mall, Shah Alam

The events:

- meet your favourite artistes in the “Meet-the-Fans” sessions
- enjoy yourself at our fun-filled mini concerts
- win mystery gifts

For more information and details, log on to
www.cinemalaysiatv3.com.my
or call Stacy at 03- 88843410



Section C
[25 marks]

Questions 26 – 31 are based on the following passage.

- 1 You mess up your History test and a classmate storms up to your desk and abuses you. Do you yell back and suggest that he drops dead or something to that effect? Or do you simply smile and shrug it off as one of those days?
- 2 Whether you are having a bad day at school or recovering from an illness, laughter may be the best medicine – it is natural, free, positively contagious and very effective. The arrival of a good clown exercises a more beneficial influence upon the health of a town than twenty asses laden with drugs, said the 17th century physician Thomas Sydenham. And he was not far from the truth. 5
- 3 Laughter exercises the muscles in your face, shoulders, diaphragm and abdomen. During a hearty laugh, oxygen surges through the bloodstream and your brain orchestrates hormonal rushes that raise alertness and numb pain. Scientists at the Centre of Preventive Cardiology at the University of Maryland in America believe that laughter is very good for the heart. 10
- 4 We start laughing when we are around 10 weeks old. At 16 weeks, we laugh at least once an hour and by four, we are cracking about once every four minutes. In contrast, the average adult only manages to laugh about 16 times a day. It appears that we actually took it to heart what our parents told us that life “was no laughing matter”. 15
- 5 In order to get ourselves laughing, it has been suggested that we expose ourselves to humour – watch funny movies, learn jokes, start to laugh at ourselves and improve our sense of ridiculous. However, we should try to avoid using negative humour, and that includes sarcasm, ridicule, contempt and joking about people’s names. 20
- 6 Knowing you are not alone is a key to great physical and mental health. In our day-to-day life, we rarely laugh alone. Laughter tracks in sitcoms testify to the fact that we are readily to laugh when we are with people. Laughter is about relationships and about sharing – qualities that are known to relieve stress and promote recovery from illness, especially among cancer sufferers. 25
- 7 Sadly, bad mood is something many of us are experiencing with more frequency while occasions for us to have a good and hearty laugh are becoming few and far between. It is not surprising when you think of the hectic lifestyles and pressures we live with today, but too many down days can start to seriously interfere with our work, relationships and home life. 30
- 8 Studies have shown that women are almost twice more likely to suffer from bad moods and depression than men, and it is not solely due to hormones. Research indicates that women spend a lot of time thinking about what is making them unhappy instead of “laughing their blues away”. Consequently, they draw themselves far deeper into the misery they are in. Men, on the other hand, are better at distracting themselves 35

from their problems by doing something totally different. They seem to be able to shrug their shoulders and laugh it off and as a result, their mood quickly improves.

9 So, the next time you are feeling low, instead of wallowing in self-pity, laugh and shake off that bad feeling and you can lift your spirits immediately. 40

26. From paragraph 2, what are the **four** features of laughter?

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

27. From paragraph 3, state the **two** benefits of laughter.

- i) [1 mark]
- ii) [1 mark]

28. From paragraph 4,

- i) When does a baby start laughing?
..... [1 mark]
- ii) Why do adults laugh less than that of children?
..... [1 mark]

29. i) From paragraph 5, which word means **absurd**?

..... [1 mark]

ii) From paragraph 6, what are the qualities of laughter that could relieve stress and promote recovery from illness?

..... [1 mark]

30. Why are men better at distracting themselves from problems than women?

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

[2 marks]

SECTION D

[25 marks]

32 Read the following stanzas of **Monsoon History** and answer the questions that follow.

Monsoon History

The air is wet, soaks
Into mattresses, and curls
In apparitions of smoke.
Like fat white slugs furled
Among the timber,
Or silver fish tunneling
The damp linen covers
Of schoolbooks, or walking
Quietly like centipedes,
The air walking everywhere
On its hundred feet
Is filled with the glare
Of tropical water.

Again we are taken over
By clouds and rolling darkness.
Small snails appear
Clashing their timid horns
Among the morning glory
Vines.

Drinking milo,
Nyonya and baba sit at home.
This was forty years ago.
Sarong-wrapped they counted
Silver paper for the dead.
Portraits of grandfathers
Hung always in the parlour

Shirley Geok-Lin Lim

(a) What kind of weather is described in this poem?

..... [1 mark]

(b) Which **phrase** in the poem shows that the small snails are shy creatures?

..... [1 mark]

(c) Why are *the portraits of grandfathers hung always in the parlour*?

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

(d) Do you think it is important to maintain the customs and traditions of our ancestors? Give a reason for your answer.

.....
.....
.....
..... [2 marks]

- 33 Read the extract from the short story **The Necklace** below and answer the questions that follow.

But one evening her husband came home with a triumphant air and holding a large envelope in his hand.

“There,” said he, “there is something for you.”

She tore the paper quickly and drew out a printed card which bore these words:

The Minister of Public Instruction and Madame Georges Ramponneau request the honour of M. and Madame Loisel’s company at the place of the Ministry on Monday evening, January 18th.

Instead of being delighted, as her husband had hoped, she threw the invitation on the table crossly, muttering, “What do you wish me to do with that?”

“Why, my dear, I thought you would be glad. You never go out and this is such a fine opportunity. I had great trouble to get it. Everyone wants to go; it is very select, and they are not giving many invitations to clerks. The whole official world will be there.”

She looked at him with an irritated glance and said impatiently, “And what do you wish me to put on my back?”

He had not thought of that. He stammered, “Why, the gown you go to the theatre in. It looks very well to me.”

He stopped, distracted, seeing that his wife was weeping. Two great tears ran slowly from the corners of her eyes towards the corners of her mouth.

“What’s the matter? What’s the matter?” he asked.

By a violent effort she conquered her grief and replied in a calm voice, while she wiped away her tears, “Nothing. Only I have no gown and, therefore, I can’t go to this ball. Give your card to some colleague whose wife is better equipped than I am.”

(a) What is the invitation about?

..... [1 mark]

(b) Why is Mathilde unhappy after reading the invitation card?

..... [1 mark]

(c) Give a word of your own to describe Mathilde.

..... [1 mark]

(d) If you were Mathilde’s husband, would you like to have a wife like her? Give a reason for your answer.

.....
.....
.....
..... [2 marks]

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

- Jungle of Hope – Keris Mas
- The Pearl – John Steinbeck
- The Return – K. S. Maniam

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

Using the details from the novel that you have studied,

- choose a character in the novel whom you think sacrifice a lot for the family
- explain why you choose him/her

Support your answer with close reference to the text.

[15 marks]

**Excel 2/2009 Marking scheme:
1119/2 - PAPER 2**

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

SECTION B (Correct spelling and punctuation is mandatory)

16. Ministry of Tourism and TV3
17. 30th December 2009
18. PAN PACIFIC HOTEL KUALA LUMPUR
19. 5th September 2009
- 20 & 21 : "Meet-the-fans" & fun-filled mini concerts
- 22 & 23 : Animation films & 40mm films
24. Supersaver Megastore, Serdang
25. www.cinemalaysiatv3.com.my

SECTION C

26. Natural, free, positively contagious and very effective (1 mark)
27. i) It exercises the muscles in your face, shoulders, diaphragm and abdomen (1 mark)
ii) It is very good for the heart (1 mark) / it raises alertness and numb pain (accept any two)
28. i) Around 10 weeks old (1 mark)
ii) Because they take life seriously/ Because to them life is not a laughing matter/
Because adults took it to heart that life was no laughing matter (accept any 1)
29. i) Ridiculous (1 mark)
ii) Laughter is about relationships and sharing (1 mark)
30. Because men seem to be able to shrug their shoulders and laugh it off and as a result, their mood quickly improves. /Because men do not draw themselves far deeper into the misery they are in, instead they do something totally different.(2marks)

31. Must start with the 10 words given...

Summary content:

The benefits of laughter

C1 – it exercises the muscles in your face, shoulders, diaphragm and abdomen

C2 – it is good for the heart

C3 – it relieves stress

C4 – it improves our sense of ridiculous

C5 - it promote relationships and sharing

Why adults tend to laugh less than children

C5 – they take life seriously

C6 – they experience bad moods more frequently

C7 – few occasions to have good laugh

C8 – because of hectic lifestyles and pressures

C9 – too many down days

C10 – interfering with work, relationships and home life

C11 – Women tend to get depressed more than men

C12 – women think more on what makes them happy compared to men, who are better at distracting themselves

Content: 10 marks

Language : 5 marks

Marks are rewarded if students fulfill these criteria:

- Selective and relevant information from the text
- Answered the questions accordingly showing understanding of the task
- Paraphrasing
- Accurate and fluent

Section D

Answer scheme

- 32** (a) Rainy / Raining / Monsoon / Stormy weather
(b) ‘timid horns’ / ‘their timid horns’ (Capital Initial
(c) This is because the Baba and Nyonya family has great respect for their elders/ancestors as their portraits graced the walls of the living-room.
(d) Yes, because they are part of our heritage. They help define who we are. (Besides that, following the customs of our ancestors is a sign of respect for our elders.)
(Accept any logical answer)

- 33 (a) To a ball.
 (b) She has no decent gown to wear to the ball.
 (c) Ungrateful / Self-centred / Inconsiderate
 (d) I would not because she is ungrateful and only think of herself and do not appreciate her husband's effort to make her happy.
 (Accept any logical answer)

34 Content and Language Descriptors

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
9 – 10	<ul style="list-style-type: none"> • Answer relevant and convincing response to the task • Show full knowledge of details and well-developed textual evidence 	5	<ul style="list-style-type: none"> • Excellent language. • Use relevant, appropriate words and phrases • Very well-organised
7 – 8	<ul style="list-style-type: none"> • Answer relevant to the task • Shows textual evidence with some development 	4	<ul style="list-style-type: none"> • Good language • Uses relevant, appropriate words and phrases • Isolated mistakes • Well-organised
5 – 6	<ul style="list-style-type: none"> • Relevant answer but show some relevance to the task • Textual evidence references may be general 	3	<ul style="list-style-type: none"> • Fair. • Frequent errors but meaning is clear • Fairly organised
3 – 4	<ul style="list-style-type: none"> • Relevant answer but show very little relevance to the task • Show little textual evidence references 	2	<ul style="list-style-type: none"> • Poor • More frequent errors and difficult to understand meaning • Poor organisation
1 – 2	<ul style="list-style-type: none"> • Attempts to answer but response has no relevance to the task • Has no understanding of the requirements of the task 	1	<ul style="list-style-type: none"> • Very poor. • Errors throughout • Make little or no sense at all of what is written. • Lack organisation
0	<ul style="list-style-type: none"> • The response is NOT related to any of the novels OR no writing. 	0	<ul style="list-style-type: none"> • The response is in a language other than English OR no writing.