

SULIT
1119/1
Bahasa
Inggeris
Kertas 1
Ogos
2009
1 ¾ jam

1119/1

No. Kad Pengenalan..... Angka Giliran.....



BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA

PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2009

BAHASA INGGERIS

Kertas 1

Satu jam empat puluh lima minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. *Kertas soalan ini mengandungi **dua** bahagian.*
2. *Jawab **kedua-dua** bahagian.*
3. *Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan satu jam untuk menjawab soalan dalam **Bahagian B**.*

Instructions

1. *This question paper consists of **two** sections.*
2. *Answer **both** sections.*
3. *You are advised to spend about 45 minutes on **Section A** and one hour on **Section B**.*

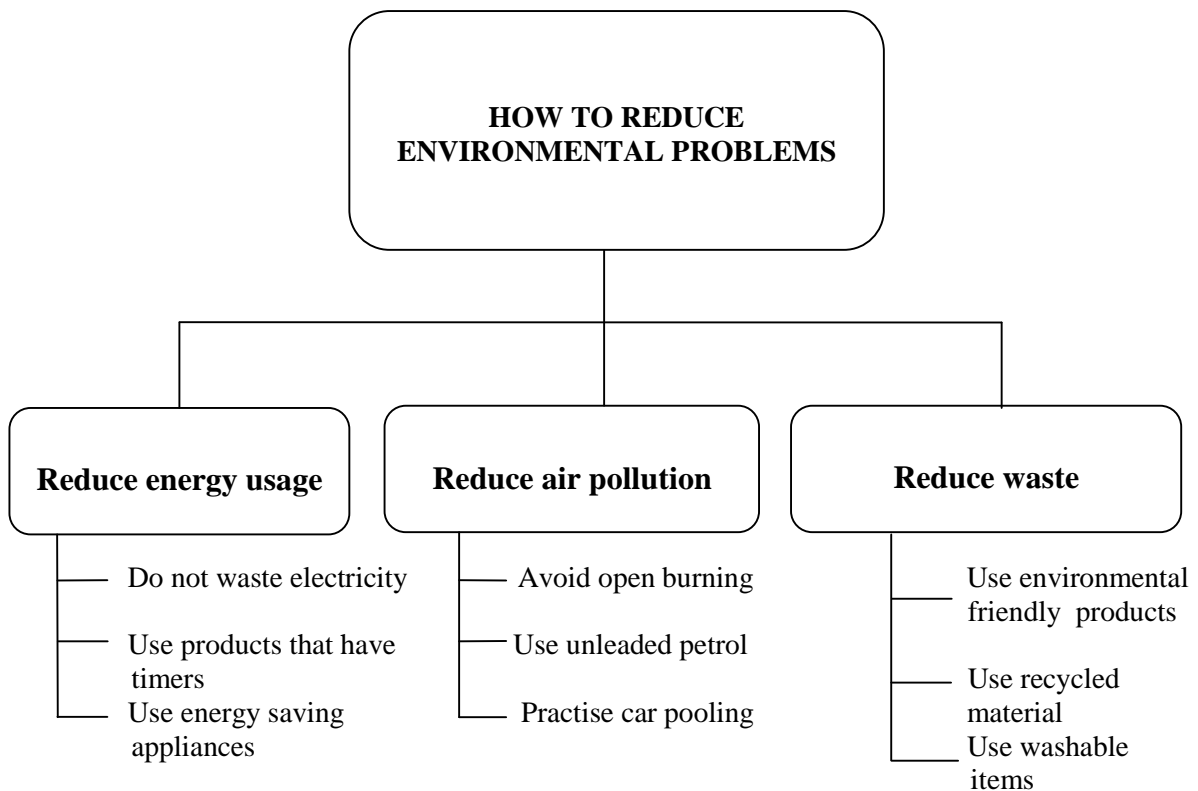
Kertas soalan ini mengandungi 3 halaman bercetak dan 1 halaman tidak bercetak

MARKING SCHEME

[35 marks]

[Time suggested : 45 minutes]

As the President of the Environmental Club, you have been asked by your teacher to give a **speech** to all students in your school on how they can help to reduce environmental problems. In your speech, include the following notes:



When writing your **speech** text, you should remember to:

- use the appropriate **greeting** and **closing**
- state the **purpose of the speech**
- use **all** the notes given
- write in paragraphs

MARKING SCHEME

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 mother's sacrifice.
- 2 The advantages and disadvantages of blogging.
- 3 Ways of preventing illegal motorcycle racing.
- 4 Write a story ending with :
“ ... Finally, I have achieved my greatest triumph.”
- 5 Silence

KERTAS SOALAN TAMAT



BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2009**

SKEMA PEMARKAHAN

BAHASA INGGERIS

KERTAS 1

MARKING SCHEME

SEKOLAH BERASRAMA PENUH
SPM TRIAL EXAMINATION 2009
ENGLISH 1119/1

Section A : DIRECTED WRITING

This question is assessed as follows :

1) Allocation of Marks :

FORMAT : 3 marks
CONTENT : 12 marks
LANGUAGE : 20 marks

TOTAL 35 marks
=====

2) FORMAT & CONTENT MARKS :

| FORMAT | | MARKS |
|---|-------------------------------------|-----------|
| i) F1 = Greeting | | 1 |
| ii) F2 = Purpose of speech | | 1 |
| iii) F3 = Closing | | 1 |
| <i>Sub-total</i> | | 3 |
| CONTENT (All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded) | | |
| C1 | reduce energy usage | 1 |
| C2 | do not waste electricity | 1 |
| C3 | use products that have timers | 1 |
| C4 | use energy saving appliances | 1 |
| C5 | reduce air pollution | 1 |
| C6 | avoid open burning | 1 |
| C7 | use unleaded petrol | 1 |
| C8 | practise car pooling | 1 |
| C9 | reduce waste | 1 |
| C10 | use environmental friendly products | 1 |
| C11 | use recycled materials | 1 |
| C12 | use washable items | 1 |
| <i>Sub-total</i> | | 12 |
| Grand Total | | 15 |

MARKING SCHEME

DIRECTED WRITING – LANGUAGE

| Mark Range | Description of Criteria |
|---------------------|--|
| A 19 – 20 | <ul style="list-style-type: none">• Language – accurate with occasional first draft slips• Sentence structures – varied and sophisticated• Sentence length and type – employed to achieve intended effect• Vocabulary – wide, sophisticated and used with precision• Punctuation – accurate and helpful• Spelling – accurate• Paragraphs – unified and well-linked• Topic – consistent and relevant• Style – formal, informative and concise• Tone – always appropriate for a speech |
| B 16 – 18 | <ul style="list-style-type: none">• Language – accurate with minor or first draft errors• Sentences – varied in length and type• Complex structures – confidently used• Vocabulary – wide, conveying intended shades of meaning with some precision• Punctuation and spelling – almost always accurate• Style and tone – appropriate for a speech• Writing – relevant and interest is sustained throughout the speech |
| C 13 – 15 | <ul style="list-style-type: none">• Language – largely accurate• Simple structures – no errors, mistakes in more sophisticated structures - tendency to use one type of structure• Vocabulary – adequate to convey meaning but not precise• Sentences – some variety of length and type• Punctuation and spelling – generally accurate• Paragraphs – some unity but with inappropriate linkage• Writing – relevant but interest is not sustained throughout the speech• Style and tone – appropriate for a speech |
| D 10 – 12 | <ul style="list-style-type: none">• Language – sufficiently accurate• Patches of clarity• Sentence length and type - limited• Sentence structures - mistakes with more complex sentences• Vocabulary – adequate but lacks precision• Spelling – simple words are spelt correctly; errors in unfamiliar words• Punctuation - generally correct• Style and tone – appropriate for a speech• Paragraphs - lacks unity |

MARKING SCHEME

| | |
|-------------------------|--|
| E 7 – 9 | <ul style="list-style-type: none">• Meaning – never in doubt• Single Word Errors (SWEs) – frequent and hampers reading• Sentence structures – simple, accurate but not sustained• Vocabulary - limited• Spelling – simple words are accurate; errors in more difficult words• Punctuation – frequent errors• Style and tone – at times, inappropriate for a speech• Paragraphs – lacks unity |
| U (i) 4 – 6 | <ul style="list-style-type: none">• Meaning – fairly clear• Single Word Errors (SWEs) – frequent and impedes reading• Sentences – a few accurate structures• Spelling and Punctuation – numerous errors• Paragraphs – sometimes used correctly• Style and tone – often inappropriate for a speech |
| U (ii) 2 – 3 | <ul style="list-style-type: none">• Multiple Word Errors (MWEs) – requires re-reading and re-organising before meaning becomes clear• Sense – decipherable• Sentences – one or two accurate simple sentences• Content – comprehensible• Style and tone – hidden by density of errors |
| U (iii) 0 – 1 | <ul style="list-style-type: none">• Almost entirely impossible to recognise as English• Whole sections - do not make sense or copied from text• “0” mark awarded if writing makes no sense at all from beginning to end |

MARKING SCHEME FOR CONTINUOUS WRITING

(SECTION B)

- 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.

CONTINUOUS WRITING

| MARK RANGE | DESCRIPTION OF CRITERIA |
|---------------------|---|
| A 44 – 50 | <ul style="list-style-type: none">• Language – entirely accurate, with occasional first draft slips• Sentence structures - varied and sophisticated• Vocabulary – wide and precise with shades of meaning• Punctuation and spelling – accurate and helpful• Paragraphs – well-planned, unified and linked• Topic – consistent and relevant• Reader’s Interest – aroused and sustained throughout writing |
| B 38 – 43 | <ul style="list-style-type: none">• Language – accurate, with occasional minor errors or first draft slips• Sentences – varied lengths and types, some complex structures• Vocabulary – wide and precise with some shades of meaning• Punctuation and spelling – almost always accurate• Paragraphs – evidence of planning, appropriately linked• Writing – relevant• Reader’s Interest - mostly aroused and sustained throughout |
| C 32 – 37 | <ul style="list-style-type: none">• Language – largely accurate• Sentence – some variety in length and type• Simple structures – error-free; errors with more ambitious structures• Vocabulary – wide enough to convey meaning but lacks precision• Punctuation – accurate in simple sentences; errors in more complex use• Spelling –mistakes in more sophisticated words• Paragraphs – show unity, at times inappropriately linked• Writing – relevant, lacks originality• Reader’s Interest – aroused but not sustained |
| D 26 – 31 | <ul style="list-style-type: none">• Language – sufficiently accurate• Patches of clear, accurate language• Sentences – some variety in type and length• Vocabulary – adequate but not developed to show intended precision• Punctuation and spelling – generally correct• Writing – relevant but lacks interest |
| | <ul style="list-style-type: none">• Meaning – never in doubt• Single Word Errors (SWEs) – frequent and serious enough to hamper reading |

| | |
|--------------------------------|---|
| E 20 - 25 | <ul style="list-style-type: none">• Sentence structures – accurate but not sustained for long• Vocabulary – limited, simple; difficult to understand in more ambitious structures• Spelling – simple words are spelt correctly• Paragraphs – lack unity or are haphazardly arranged• Writing - some relevance; topic is partially treated• High incidence of linguistic errors |
| U (i) 14 – 19 | <ul style="list-style-type: none">• Meaning – fairly clear• Single Word Errors (SWEs) – very frequent and impede reading/ cause blurring• Vocabulary – many serious errors of various kinds• Sentences – often simple and repetitive; very few accurate ones• Punctuation and spelling – sometimes used correctly• Paragraphs – lack unity or no paragraphs at all |
| U (ii) 8 – 13 | <ul style="list-style-type: none">• Sense - decipherable• Multiple Word Errors (MWEs) – very frequent, impede reading / cause blurring; structures require re-reading before being understood• Sentences - only a few accurate sentences; mostly simple ones• Length – short |
| U (iii) 0 – 7 | <ul style="list-style-type: none">• Writing - almost entirely impossible to read; makes little or no sense at all• Occasional patches of clarity (marks can be awarded)• Vocabulary – simple words used• “0” to scripts with no sense from beginning to end |

SULIT
1119/2
Bahasa
Inggeris
Kertas 2
Ogos
2009
2 ¼ jam

1119/2

No. Kad Pengenalan..... Angka Giliran.....



BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA

PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2009

BAHASA INGGERIS

Kertas 2

Dua jam lima belas minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. *Kertas soalan ini mengandungi 34 soalan.*
2. *Jawab semua soalan.*
3. *Bulatkan jawapan anda untuk Bahagian A di dalam kertas jawapan di halaman 18.*
4. *Untuk Bahagian B, Bahagian C dan Bahagian D, tuliskan jawapan anda di ruang yang disediakan di dalam kertas soalan ini.*

| <i>For Examiner's Use</i> | | |
|---------------------------|-------|-------|
| Section | Total | Marks |
| A | 15 | |
| B | 10 | |
| C | 25 | |
| D | 25 | |
| Total | 75 | |

Instructions

1. *This question paper consists of 34 questions.*
2. *Answer all questions.*
3. *Circle your answers for Section A on the answer sheet on page 18.*
4. *Write your answers for Section B, Section C and Section D in the space provided in this question paper.*

Kertas soalan ini mengandungi 18 halaman bercetak

Section A

[15 marks]

Questions 1 – 8

For each of the questions, read the question first and then study the information given to find the **best** answer. Then, circle that answer in the answer sheet provided.

1. Read the sign below and choose the statement which best explains the sign.



Press Bell For Service

- A. The bell is being serviced.
- B. The Press will provide service for you.
- C. Press the bell if you want to be served.
- D. Press the bell if you want to be serviced.

**AN EXCLUSIVE INVITATION FROM SALAZ BANK
PLATINUM MASTERCARD**

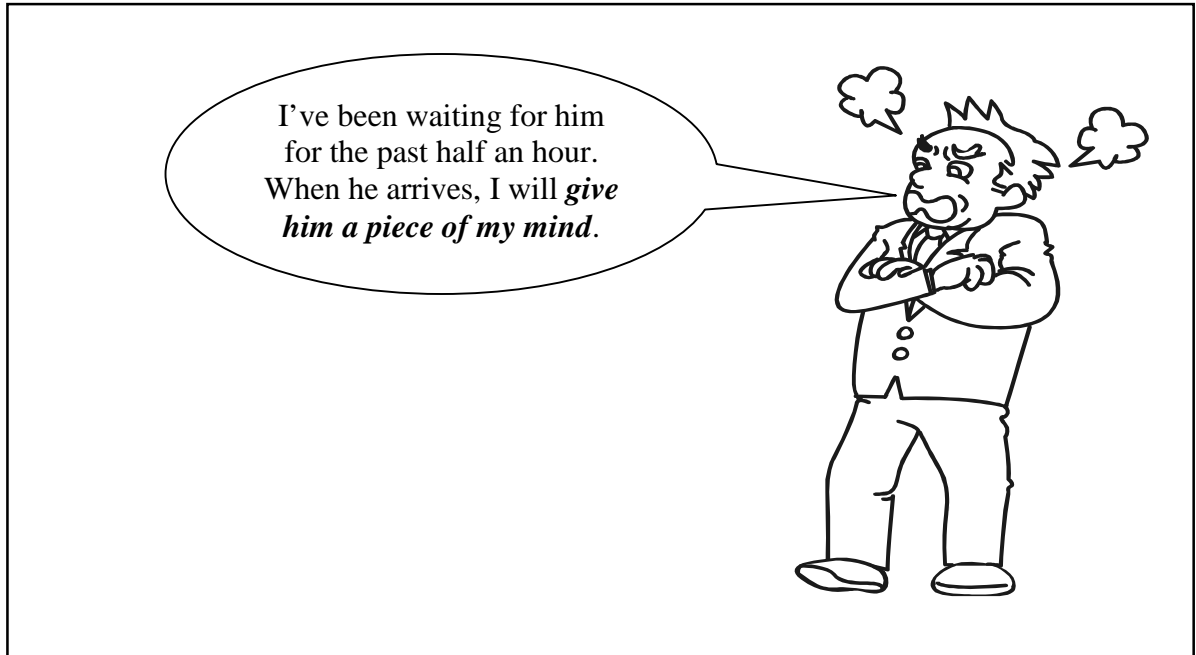
Apply now for a platinum Mastercard and you may qualify for a chance to watch Asian Idol 2009 LIVE in Singapore upon arrival.

Hurry! Contest ends by 30 August 2009

APPLY & WIN

2. From the advertisement above, we know that

- A. applicants are not eligible to watch the concert.
- B. winners will be selected among the applicants.
- C. Salaz Bank Mastercard holders stand a chance to win.
- D. applicants must submit their application on 30 August 2009.



3. Based on the statements made by the man in the picture, the expression “*give him a piece of my mind*” means
- A. scold him.
 - B. guide him.
 - C. advise him.
 - D. punish him.

...a paradise for nature lovers. Feast your eyes on the mesmerising flora and fauna. Rare species of plants and birds found here will make you want to come back for more.

4. Based on the information above, the **most** suitable activities here are
- A. diving and hiking.
 - B. fishing and hunting.
 - C. swimming and camping.
 - D. bird-watching and trekking.



STOP LEAKING POWER

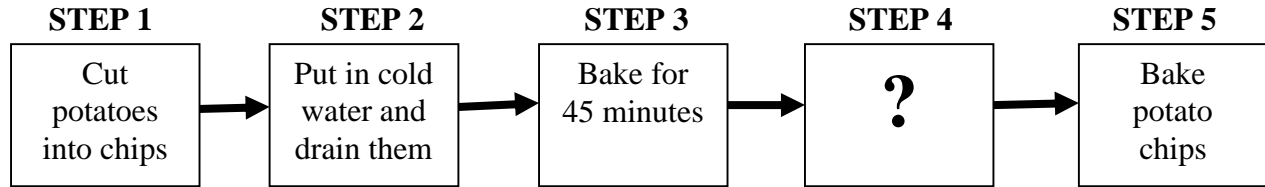
Even if a computer is switched off, it can still draw power from the mains. Unplug or switch off at the wall.

5. From the information above, we know that
- A. computers must be turned off at all times.
 - B. a computer gets power supply from the wall.
 - C. plugging the power cord can stop power leakage.
 - D. computers can still draw power supply when switched off.

In *Romeo Must Die*, an ex-cop, Han Sing, a martial arts expert, travels from Hong Kong to America to find justice for his murdered brother. Han soon takes his brother's place in an **ongoing** feud and falls in love with Trish, daughter of an American gang leader.

6. Which of the following words can best replace '**ongoing**' ?
- A. continuous
 - B. proceeding
 - C. onward
 - D. long

Cut each half of a potato into 6 or 7 chips. Place them in cold water and drain in a colander. Put the potato chips, crushed garlic and rosemary on a roasting tray in the oven. Bake for 45 minutes until crisp and thoroughly cooked. Scatter grated Parmesan cheese and bake for 10 – 20 minutes.



7. Step 4 in the chart is
- A. return to oven.
 - B. roast the chips.
 - C. sprinkle some cheese.
 - D. put chips into the oven.

Dear Editor,

I write to express my concern over the attitude of parents towards their children's safety while driving. Many of us have seen young children jumping around in cars while their parents drive. Some parents drive with their children on their laps. I urge all road users to enforce the use of safety belts and set a good example for children.

Concerned Mother

8. Concerned Mother is **mainly** complaining about
- A. children riding in cars.
 - B. children jumping around in cars.
 - C. parents and children not wearing seat belts.
 - D. parents setting a good example for road users.

Questions 9 – 15 are based on the following passage.

Portugal’s World Cup winger, Cristiano Ronaldo is not for sale despite his desire to move to Spain, his English club Manchester United said yesterday.

“The club must confirm there is no possibility of Cristiano 9 sold,” United said in a statement.

“Cristiano recently signed a new 10 until 2010 and the club fully expects him to honour that contract,” the statement posted on United’s official website said.

The 21-year-old Portuguese star’s future at Old Trafford 11 been in doubt after he said he 12 to leave to play in Spain. Ronaldo has not had a good reputation in England since his part in the sending-off of Wayne Rooney, his Manchester United teammate, in Portugal’s win 13 England in the quarter-finals of the World Cup in 2006. Rooney was sent off in the 62nd minute after stomping on Portugal defender Ricardo Carvalho. Ronaldo ran up to the referee to protest Rooney’s actions 14 the England striker shoved him away. TV cameras 15 Ronaldo winking towards the Portugal bench after Rooney was dismissed. Portugal went on to win in a penalty shoot-out.

- 9** A. be
 B. been
 C. being
 D. will be

- 13** A. to
 B. over
 C. across
 D. against

- 10** A. lease
 B. annuity
 C. contract
 D. regulation

- 14** A. or
 B. but
 C. and
 D. become

- 11** A. has
 B. had
 C. have
 D. having

- 15** A. caught
 B. snapped
 C. pictured
 D. displayed

- 12** A. want
 B. wants
 C. wanted
 D. wanting

Section B

[10 marks]

Questions 16 – 25

Read the following newspaper report and complete the graphic organiser that follows.

KILLER DOGS SHOCK SETTLERS

BESUT: For two months, FELDA Temang settlers have been puzzled over the disappearance of their livestock at the oil palm plantation in the settlement.

They put the blame on panthers, which had been spotted by hunters at a nearby jungle about a year ago but it wasn't the panthers that did the killing.

The settlers were dumbfounded when they discovered that the culprit was a pack of dogs.

The dogs have been attacking cattle, especially calves. So far, some 80 cattle have died, causing losses of up to RM 50,000.

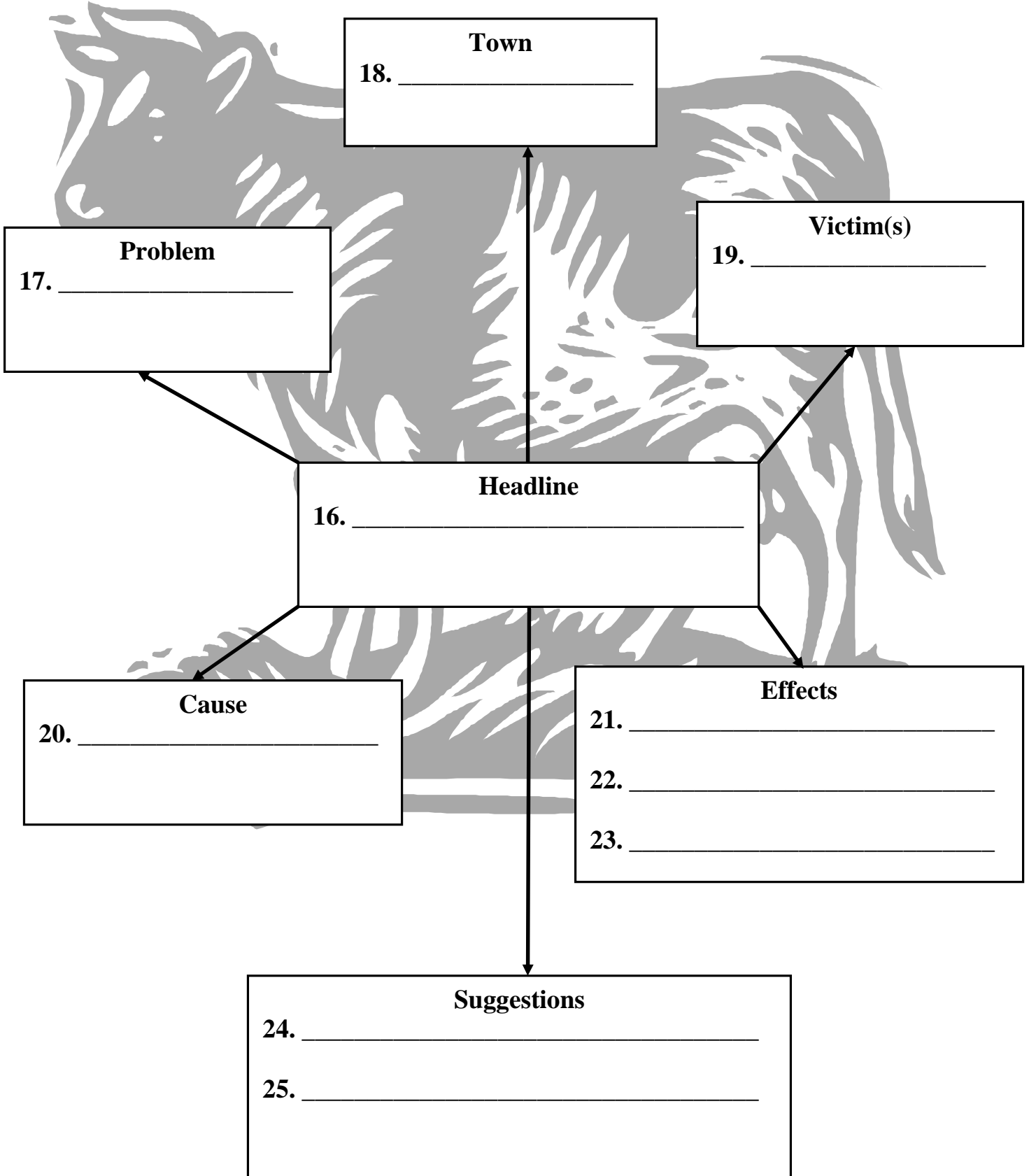
The settlers are also worried about their own safety. Some 30 of them are staying home for fear of being attacked by the dogs.

One settler, Zakaria Mat Noor, who witnessed his calf being attacked last week, said he was afraid that the pack would attack humans. Zakaria, 43, said the dogs should be eliminated at once.

Another settler, Sulaiman Ibrahim, 72, said he lost 12 of his calves to the dogs.

"Our only hope is that the authorities will do something," he said.

(Adapted from : *The Star*, 6 May 2009)



[25 marks]

Questions 26 – 30 are based on the following passage.

- 1 A scrapbook provides an ideal way of preserving personal and family histories. Enthusiasts claim that scrapbooks quite simply provide one of the best and most special ways of remembering things over long periods of time. In the past, making a scrapbook gave any child a splendid way to spend a rainy afternoon. Filled with old photographs, used tickets, newspaper cuttings, magazine clippings and postcards, the scrapbook brought together so many different memories to be cherished all in one place. **5**
- 2 Today, the scrapbook has grown sophisticated. The new fashion for scrapbooks began in the USA in the 1980s and spread to Britain in the 1990s from where it continues to spread to Europe today. Scrapbooks have caught on in France like nowhere else. *Le Scrapbooking*, as the French call their new pastime, is a far cry from the old-fashioned activity of arranging family photos together with bits and bobs from various outings and holidays. In *chic Parisian* circles, *Le Scrap* – as smart trendsetters prefer to call it – is all about displaying artistic flair, expensive taste and a great deal of social one-upmanship. **10**
15
- 3 However, the idea of a scrapbook is far from new. The ancient Greeks first invented scrapbooks that used a kind of notebook called a “Hypomnemata” to keep records of interesting things that they considered to be significant. Over the centuries, the idea of keeping a personal record of events and experiences together with cherished mementos continued in many different cultures. During the 18th and 19th centuries, people from Europe and America often prepared a personal account or scrapbook of their experiences and travels to show friends and relations. Some of the best-known American scrapbookers were distinguished public figures such as Thomas Jefferson and Mark Twain. **20**
25
- 4 More recently, the current wave of interest in scrapbooking began in the 1980s in the USA as a way of embellishing and personalizing family photograph albums. A new craze for the hobby emerged when schools and hobby classes encouraged people across the generations to liven up old photograph albums by decorating them with stickers, stamps, dried flowers, lace and ribbons. In the USA, a leading scrapbook magazine recently claimed that the hobby is now more popular than golf and is worth over US\$ 2.5 billion a year! **30**
35

- 5 Nevertheless, it is in France that scrapbooking has captured an entire nation’s collective imagination. Relatively unknown before the 1990s, scrapbooking is a completely new social phenomenon in France. Today, there are about 50 French Internet sites selling scrapbook material with at least two schools devoted to the hobby and a large number of workshops held to promote scrapbooking. The hobby appeals to French women in particular and has given rise to the name “*les scrapbookeuses*” to describe such enthusiasts. These scrapbookers meet in their many thousands in the evenings and during weekends at newly-created associations and clubs all across the country. 40
- 6 Why have scrapbooks caught on so massively in France? One reason may be due to the country’s long history of artistic creation. Another is the country’s 35-hour working week. This means that many French workers have more leisure time than their fellows in other countries. Whatever the reason, *le scrapbooking* has exploded over the last three years and is continuing to grow. 45
- 7 While the Americans and French clearly adore scrapbooks, this way of collecting and storing memories has a universal appeal to people of all ages, cultures and interests. Home computing and the Internet now allow an entirely new generation to enjoy the pleasures of creating their own scrapbooks. No matter what the format of a scrapbook may be like, all scrapbookers share the joy of creating their own record of special events or experiences in their lives that they hope will bring joy and understanding to their descendants for decades to come. 50
- 55
- 60

Adapted from “*Scrapbooks*” by Sara Hall, Just English, March 2009

- 26 From paragraph 1, what do people normally put in their scrapbooks?
 (1 mark)
- 27 From paragraph 2,
- (a) where and when did the new fashion of scrapbooks originate?
 (1 mark)
- (b) find a **phrase** which has the same meaning as *different*.
 (1 mark)

28 From paragraph 3,

(a) who came up with the idea of making scrapbooks?

..... (1 mark)

(b) name two famous American scrapbookers.

..... (1 mark)

29 (a) From paragraph 4, give **one** evidence to show that the scrapbook business is profitable.

..... (1 mark)

(b) From paragraph 6, why are the French interested in scrapbooking?

(i) (1 mark)

(ii) (1 mark)

30 In your opinion, is scrapbooking popular in Malaysia? Give a reason.

.....
..... (2 marks)

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Section D

[25 marks]

Read the following stanzas of **Sonnet 18** and answer the questions that follow.

Sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st.
 So long as men can breathe or eyes can see,
 So long lives this and this gives life to thee.

William Shakespeare

- 32** (a) What is the meaning of **Thou** in line 2 of the sonnet?
..... (1 mark)
- (b) Why does the persona say a summer's day is not perfect?
(i) (1 mark)
(ii) (1 mark)
- (c) **Quote** the line in the poem which tells us that the beauty of the
persona's beloved will last forever?
..... (1 mark)
- (d) If you were the persona, how would you show your love to your
loved ones?
..... (1 mark)

Read the extract from the short story **Looking for A Rain God** below and answer the questions that follow.

Finally, an ancient memory stirred in the old man, Mokgobja. When he was very young and the customs of the ancestors still ruled the land, he had been witness to a rain- making ceremony. And **he** came alive a little struggling to recall the details which had been buried by years and years of prayer in a Christian church. As soon as the mists cleared a little, he began consulting in whispers with his youngest son, Ramadi. There was, he said, a certain rain god who accepted only the sacrifice of the bodies of children.

- 33 (a) Based on the extract, who does '**he**' refer to?
..... (1 mark)
- (b) Why were the children sacrificed?
..... (1 mark)
- (c) What happened to the bodies of the children?
..... (1 mark)
- (d) What do you think are the solutions to the problem faced by Mokgobja's family?
(i).....
(ii)..... (2 marks)

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

KERTAS SOALAN TAMAT

**ANSWER SHEET
FOR SECTION A**

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

7 A B C D

8 A B C D

9 A B C D

10 A B C D

11 A B C D

12 A B C D

13 A B C D

14 A B C D

15 A B C D



BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2009**

SKEMA PEMARKAHAN

BAHASA INGGERIS

KERTAS 2

**SEKOLAH BERASRAMA PENUH
SPM TRIAL EXAMINATION 2009
ENGLISH 1119 / 2**

SECTION A

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

SECTION B

| | |
|-------------------------------------|--|
| 16 | Killer dogs shock settlers |
| 17 | Disappearance of livestock |
| 18 | Besut |
| 19 | Cattle / calves |
| 20 | (A pack of) dogs |
| 21 22 23 | Losses of up to RM 50,000 / Settlers are worried about their own safety / Staying home for fear of being attacked by the dogs / afraid that the pack/dogs would attack humans / 80 cattle have died <i>*choose any 3 of the above</i> |
| 24 25 | The dogs should be eliminated at once / The authorities will do something |

*** Correct spelling and punctuation are mandatory.*

SECTION C: COMPREHENSION

| | | |
|------------|---|---------|
| 26a | old photographs, used tickets, newspaper cuttings, magazines clippings, and postcards <i>Note : Allow lifting from lines 5 to 7.</i> | 1 mark |
| 27a | USA in the 1980s | 1 mark |
| 27b | a far cry | 1 mark |
| 28a | the <u>ancient</u> Greeks | 1 mark |
| 28b | Thomas Jefferson and Mark Twain | 1 mark |
| 29a | scrapbooking is more popular than golf/ the scrapbooking business is worth over US\$ 2.5 billion a year (<i>lines 35-36</i>) | 1 mark |
| 29b | (i) <u>the country's</u> long history of artistic creation | 1 mark |
| | (ii) <u>the country's</u> 35-hour working week | 1 mark |
| 30 | accept any possible / logical answer | 2 marks |

*underlined words are mandatory

SECTION C : SUMMARY

Annotate as follows : CONTENT : 10
 LANGUAGE : 5
 TOTAL : 15

Awarding Content Marks

| | POINTS | LINES |
|------------|--|--------------|
| C1 | keep records of interesting things | 20 |
| C2 | used a kind of notebook | 19 |
| C3 | over the centuries, (the idea of) keeping a personal record of events and experiences (together) continued in many different cultures | 21 - 23 |
| C4 | during the 18 th and 19 th centuries, people from Europe and America prepared a scrapbook of experiences and travels (to show friends and relations) | 23 – 26 |
| C5 | in the 1980s, in USA, scrapbooking was a way of embellishing and personalizing family photo albums | 30 – 31 |
| C6 | schools and hobby classes encouraged people | 32 |
| C7 | across the generations | 32 |
| C8 | scrapbooking was a completely new social phenomenon in France | 40 - 41 |
| C9 | today, about 50 French Internet sites selling scrapbook material | 41 - 42 |
| C10 | at least 2 schools devoted to the hobby | 42 |
| C11 | a large number of workshops were held to promote scrapbooking | 43 |
| C12 | scrapbookers meet in their many thousands | 45 - 46 |
| C13 | in the evenings | 46 |
| C14 | during weekends | 46 - 47 |
| C15 | at newly created associations and clubs all across the country. | 47 - 48 |

Question 31

Summary

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 = 5

$10 \div 2 = 5 \text{ marks}$

| STYLE AND PRESENTATION DESCRIPTORS | | | |
|---|--|-----------------------------------|--|
| MARKS | PARAPHRASE | MARKS | USE OF ENGLISH |
| 5 Excellent | <ul style="list-style-type: none"> - a sustained attempt to rephrase the text - expression is secure - difficult phrases from text may be substituted | 5 Excellent | <ul style="list-style-type: none"> - language is accurate - occasional errors - sentence structure are varied - marked ability to use original complex syntax - punctuation is accurate - spelling is correct throughout |
| 4 Good | <ul style="list-style-type: none"> - noticeable attempt to rephrase the text - free from stretches of lifting - expression is generally secure | 4 Good | <ul style="list-style-type: none"> - language is almost always accurate - serious errors are isolated - some varieties in sentences - punctuation is accurate - spelling is largely accurate |
| 3 Fair | <ul style="list-style-type: none"> - intelligent and selective lifting but limited attempts to rephrase - expression may not always be secure | 3 Fair | <ul style="list-style-type: none"> - language is largely accurate - simple structures dominate - serious errors are not frequent but noticeable - spelling is nearly always accurate |
| 2 Unsatisfactory | <ul style="list-style-type: none"> - total lifting of text but not a complete transcript - attempts to substitute but only for single words - irrelevant sections are more frequent | 2 Unsatisfactory | <ul style="list-style-type: none"> - meaning is not in doubt - serious errors are more frequent - simple structures are accurate but not maintained - spelling is accurate - some irrelevant parts |
| 0-1 Poor | <ul style="list-style-type: none"> - more or less a transcript of the text - no originality - irrelevant sections are copied | 0-1 Poor | <ul style="list-style-type: none"> - heavy frequency of errors – hampers reading - fractured / fragmented syntax |

SECTION D

LITERATURE COMPONENT ANSWERS

| | |
|------------|--|
| 32a | You (1 mark) |
| 32b | i) summer is too short / lasts for 3 months ii) it gets too windy in summer (that flower buds drop off) iii) sometimes the sun shines too brightly / it gets too hot iv) sometimes it gets too cloudy / stormy <i>*accept any 2 of the above (2 marks)</i> |
| 32c | but thy eternal summer shall not fade (1 mark) |
| 32d | - remember them on special events such as birthdays and anniversaries - listen to their advice <i>*accept any possible answer (1 mark)</i> |
| 33a | Mokgobja (1 mark) |
| 33b | to appease the rain god / for the rain making ceremony / to make rain fall (1 mark) |
| 33c | Their bodies were cut up and scattered all over the land(s). (1 mark) |
| 33d | - dig a new well to get water - move back to town and find another job <i>*accept any possible answers (2 marks)</i> |

Question 34

AWARDING CONTENT MARKS :

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

| SCORE | BAND DESCRIPTORS |
|---------------|--|
| 9 – 10 | The response contains a majority of the following : <ul style="list-style-type: none">• Response - relevant to specified task• Event chosen - well supported and linked with evidence / knowledge from text• Main and supporting ideas - relevant to specified task• Reasons - clearly presented, well-organised and easily understood |
| 7 – 8 | The response contains a majority of the following : <ul style="list-style-type: none">• Response - relevant to the task• Event chosen - usually supported and linked with knowledge / evidence from text• Mains and supporting ideas - mostly relevant to specified task• Reasons - clear and can be understood |
| 5 – 6 | The response contains a majority of the following : <ul style="list-style-type: none">• Response - intermittently relevant to specified task• Event chosen - supported and linked with some knowledge or evidence to specified task• Some ideas - relevant to the specified task• Reasons - generally clear, can be understood but lack organisation |
| 3 – 4 | The response contains a majority of the following : <ul style="list-style-type: none">• Response - barely relevant to specified task• Event chosen - unlikely identified or even when identified, not likely to be linked to the text• Reasons - hardly relevant to specified task and difficult to understand |
| 1 – 2 | <ul style="list-style-type: none">• No understanding of task requirement• Disorganised writing – incoherent• Ideas/reasons - irrelevant to the specified task |
| 0 | <ul style="list-style-type: none">• Response - other than English• Response - not related to the novel• No response |

AWARDING LANGUAGE MARKS :

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

| MARK | USE OF LANGUAGE |
|------|---|
| 5 | <ul style="list-style-type: none">• Language - accurate, with very occasional slips• Occasional minor errors - first draft slips• Sentence structure - varied• Punctuation - accurate and helpful• Spelling - secure throughout response |
| 4 | <ul style="list-style-type: none">• Language - almost always accurate• Sentences - some variation• Punctuation - accurate and generally helpful• Spelling - nearly always secure |
| 3 | <ul style="list-style-type: none">• Language - largely accurate• Simple structures dominate• Serious errors - not frequent although noticeable• Serious errors with sophisticated structures• Punctuation - largely accurate• Spelling - mostly secure |
| 2 | <ul style="list-style-type: none">• Meaning - not in doubt• Serious errors - more frequent• Simple structures - accurate but not sustained• Simple punctuation - usually correct, with occasional separation errors• Spelling - largely accurate but mistakes with more difficult words |

| | |
|--------------|---|
| 0 – 1 | <ul style="list-style-type: none">• Serious errors - heavy frequency, impeding reading• Fractured syntax - more pronounced, with punctuation faltering• Sentence separation errors - frequent |
|--------------|---|