JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan:

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

Instructions:

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

<table>
<thead>
<tr>
<th>For Examiner’s Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Kertas soalan ini mengandungi 3 halaman bercetak.
The Form Five Scout members of your school would like to go on a camping trip after their examination. As the secretary of the uniformed body, write a letter to the Principal to ask permission to go camping. Using the information below, write your letter.

- Rimba Maya Camp Site
- accompanied by teachers
- activities; pitch tents
- cook meals
- camp fire
- jungle-trekking
- nature study
- survival skills
- leadership and teamwork
- keep camp site clean

When writing the letter, you must:
- lay out the letter correctly (addresses, date, salutation, title, closing)
- use all the points given
- suggest two other ways scout members can benefit from the camp

Note:
For your letter, you will receive up to 15 marks for the format and content points, and up to 20 marks for the quality of your writing.
Section B: Continuous Writing
[50 marks]
[Time suggested: One hour]

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

1. Describe your favourite holiday destination and how you felt about it.


3. How has science contributed to society?

4. Write a story about how thankful you were to your neighbour, ending with:
   “... no words could describe how grateful I was.”

5. ‘Where there’s a will there’s a way.’
   Describe how determination and hard work helped a friend achieve his dreams.

KERTAS SOALAN TAMAT
https://cikguadura.wordpress.com/
Arahan:
1. Tulis nama dan kelas anda pada ruang yang disediakan.
2. Kertas soalan ini mengandungi empat bahagian: Bahagian A, Bahagian B, Bahagian C dan Bahagian D.
4. Soalan-soalan dalam Bahagian A mempunyai empat pilihan jawapan.
   Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 18.

Instructions
1. Write your name and class in the space provided.
2. This question paper consists of four sections: Section A, Section B, Section C and Section D.
3. Answer all sections in this question paper.
4. Questions in Section A have four options. Answer each question by blackening the correct space on page 18.

For Examiner’s Use

<table>
<thead>
<tr>
<th>Section</th>
<th>Total</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>10</td>
<td></td>
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<tr>
<td>C</td>
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<td>D</td>
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<tr>
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</tbody>
</table>

Kertas soalan ini mengandungi 17 halaman bercetak.
SECTION A

[15 marks]

[Time suggested: 25 minutes]

https://cikguadura.wordpress.com/

WELCOME TO MALAYSIA FEST ‘15

September 1 - 17

An annual festival to showcase Malaysia to both local and foreign tourists. Organised by the Ministry of Culture, Arts and Tourism through the Malaysian Tourism Promotion Board. Official launch at the National Museum.

Highlights:
- Arts and Crafts Exhibition
- Traditional Food Fair
- Traditional Asian Games
- Cultural Performances

1. According to the poster above, the main aim of Malaysia Fest ‘15 is to
   A publicise Malaysian culture and tradition
   B showcase made in Malaysia products
   C highlight Malaysia to foreign tourists
   D promote tourism in Malaysia

My roommate was excitedly making great plans for a mountain climbing excursion. I did not want to pour cold water on her plans but had to remind her that it had been raining almost every day for the past week and it would be impossible to proceed with the excursion.

2. The phrase to pour cold water in the extract means to
   A criticise
   B condemn
   C discourage
   D disappoint
Questions 3 and 4 are based on the given excerpt below.

YANGCHONG, Sun – Police near this southern Chinese city rescued a boy after his father chained him to his bed for 48 days for stealing, a news report said.

The Yangchong Evening Edition said Li Zhiqing, father of the 6 year-old Li Ee War, bought a 70cm chain and collared his son to the bed. He was being punished for making his father lose face by stealing at his kindergarten.

The father has been charged in court for child abuse.

3. According to the report, the boy was chained by his
   A. leg          C. neck
   B. body        D. hand

4. The phrase lose face can best be replaced with
   A. panic
   B. angry
   C. emotional
   D. embarrassed

5. Shadow in the Dark is probably a
   A. horror movie
   B. mystery movie
   C. science-fiction
   D. comedy

Shadow in the Dark
A thrilling story of strange happenings and suspense.
https://cikguadura.wordpress.com/
6. The following are advantages of Tramatholate except it:
   A. is greasy
   B. can be used externally
   C. helps to reduce muscle ache
   D. does not cause any skin rash

Shoestring Travel gives you tips on how to have the best holiday of your life without having to pay the world. This travelogue entertains and educates viewers on having a great time while travelling on a shoestring budget.

7. The travel programme above is about:
   A. paying less for more
   B. various tourists bargains
   C. having the holiday of your life
   D. educating the viewers on travelling
Make Crossing Safer For Pedestrians

I hope the authorities will make the pedestrian crossing at the Sri Petaling traffic lights safe for us to use when crossing the road. Many times when the pedestrian crossing light is green and the traffic lights are red, cars still zoom past. This makes it too dangerous to cross the road even though the light is green. We have to watch for oncoming cars before trying to cross. We hope something is done before it is too late as many senior citizens and children use this pedestrian crossing.

CK EWE
Kuala Lumpur

8 The extract above is a complaint about

A the pedestrian traffic lights at Sri Petaling
B the dangers of crossing the road at traffic lights
C vehicles not stopping at pedestrian crossing lights
D the use of the pedestrian crossing by senior citizens and children
Questions 9-15 are based on the following passage. Choose the best answer to fill in each blank.

It was a harrowing experience for Shukur when his boat sank after a thunderstorm. He was adrift in the open sea for 29 hours ___9___ a huge wave damaged the boat he was in. He said that the life-jacket he was wearing probably helped ___10___ his life. He added that without it, he would have drowned as he could not move his legs after being ___11___ by jellyfish. The most frightening moment was when darkness fell. He could not see where he was heading to and he just resigned ___12___ to God. What he experienced during the night was nothing compared to what he discovered the next morning. He ___13___ by sharks. Death was literally staring at him as he saw the shark’s fins encircling him in the water. He felt numbed and remained ___14___ as long as he could while praying to God to save him from the ___15___. He did not know when the sharks left him.

9  A when  B after  C while  D before

10  A save  B saves  C saved  D saving

11  A sting  B stung  C to sting  D stinging

12  A it  B him  C itself  D himself

13  A surrounded  B surrounding  C was surrounded  D was surrounding

14  A still  B steal  C silent  D strong

15  A experience  B adventure  C encounter  D ordeal
AN INDOOR RAMADAN BAZAAR

This Ramadan, Klang Valley folks are in for a treat. They can sample a taste of bazaar food indoors and enjoy it in a cool and relaxed setting.

Vasco’s in Hilton, KL has a Ramadan buffet which will appeal to patrons who enjoy Malay cuisine from different states in a kampong-style ambiance complete with bazaar stalls located in the restaurant.

Chef Faisal and his team said that more than 150 dishes will be available in a rotational menu with 80% representing kampong-style fare. Classic Malay sought after dishes like Simmered Catfish in fermented durian coconut gravy, blue coloured rice served with its traditional condiments and many more mouth-watering dishes can be found during this special month.

A ghazal group flown in straight from Johor, will serenade patrons as they enjoy the food.

As no meal is complete without desserts, diners can look forward to a stretch of Malay desserts as well as some unique favourite Malay kuih and delicacies.

Vasco’s Ramadan buffet comes at RM98.00 nett per adult with a RM30.00 discount for children under 12. Senior citizens above 55 will be charged half the price of adult. There will be special offers on the first and last three days of the fasting month where patrons will be treated to discount vouchers and Hari Raya mystery gifts.

Adapted from The Star, June 2015
Questions 16 – 25

Using the information from the advertisement, complete the table below.

| Location | 16 ........................................................................................................... |
|-----------------------------------------------|
| Entertainment | 17 ........................................................................................................... |
| Local Menu | 18 ........................................................................................................... |
| | 19 ........................................................................................................... |
| | 20 ........................................................................................................... |
| Opening Hours | 21 ........................................................................................................... |
| Price | 22 ........................................................................................................... |
| | 23 ........................................................................................................... |
| Special Offer | 24 ........................................................................................................... |
| | 25 ........................................................................................................... |

[10 marks]
Questions 26 – 31 are based on the following passage.

Jasmin goes to her grandmother’s house in the kampung.

1 Jasmin awoke to the twittering and chattering of birds outside. Looking around, she realized where she was and an overwhelming sadness engulfed her. This was a room in her grandmother’s house in the kampung, the house in which she had grown up. Her grandmother had looked after her from the time she was a baby. When she was three months old her mother left her with her grandmother and went to join her father who was studying overseas. Jasmin’s parents wanted her to come and live with them but she was not keen to do so as she was still very much attached to her grandmother. Her parents allowed her to stay on in the kampung. They did not want to upset her as she was happy in the kampung school and she was doing well there.

2 When Jasmin was in year six of primary school, her younger sister was born. Her parents thought that it was important for the two sisters to be together and so Jasmin went to live with them after she completed her primary school. She adjusted easily to her new secondary school and she was pleased to have a baby sister to look after and play with. She wished that her grandmother would join her family, but the old lady preferred to stay by herself in her own house. Jasmin visited her grandmother during the school holidays.

3 Jasmin sat up slowly and glanced at her sister beside her who was still asleep. Quietly she rolled up the mengkuang mat on which she had lain and put it away behind the clothes rack. She took her towel from the rack and moved towards the door. The wooden floorboards creaked slightly as she stepped into the living room. It was bare except for a cardboard box in one corner. There was something in that box that once belonged to her grandmother and which was now hers. It was a tepak sireh. Jasmin’s parents had asked her to choose something from the house as a memento. Jasmin’s eyes blurred with tears. Her grandmother had passed away of a heart attack four months ago.

4 Jasmin opened the kitchen door that led into the compound. She was going to the bathroom. There was a well in the bathroom. Before the availability of piped water, the well served all their domestic purposes. Wanting to feel the cool well water on her face again, she lowered the pail into the well and expertly pulled up the attached rope. There it was – a pail full of refreshing ground water for her. She remembered that it had been her duty to draw water from the well every evening to water the potted plants that her grandmother had arranged neatly in front of the house.

5 Emerging from the bathroom, Jasmin strolled around the old house – for the last time, and with a heavy heart. It was a traditional Malay house, built on posts above the ground. The raised floor kept dampness away and the spaces between the floor planks provided good ventilation. Jasmin used to play with her childhood friends in the space beneath the house. At that time they were small enough to stand beneath the
house without having to stoop. They whiled away the hours playing *congkak* or *batu limbang*.

6  Jasmin walked past the verandah with its large windows. She rounded the corner and noticed the front bedroom windows were open. Apparently, her parents were awake. She went back into the kitchen. Her mother was preparing breakfast. They were returning home later in the morning after handing over the house to its new owner. Jasmin’s father who inherited the house decided to sell it.

7  After breakfast, they loaded some things into the car and waited for Encik Adam, the new owner, to arrive. Jasmin’s sister was impatient to get back to their own home whilst Jasmin longed to linger at that old house for a few more hours. Encik Adam arrived punctually at the appointed time. Jasmin’s father gave him the house key. They chatted for a while and then Jasmin and her family got into the car for the journey back to home. As they drove away, Jasmin looked back at the old house and bade a silent farewell to her childhood.

26  From paragraph 1,

(a) which word means “to be plunged into something”?

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

(b) why was Jasmin left in the care of her grandmother?

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

(c) Jasmin’s parents decided to allow her to stay on with her grandmother. Give two reasons for their decision.

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

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

27  From paragraph 2, what event prompted Jasmin’s return to her parents?

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

28  From paragraph 4, what purpose did the well serve after the installation of piped water?

........................................................................................................................................... [1mark]
29 From paragraph 5, what are the advantages of building a house on posts?

(a) ........................................................................................................................................ [1 mark]
(b) ........................................................................................................................................ [1 mark]

30 In your opinion, why do you think Jasmine wanted to linger at the old house for a few more hours?

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

31 Jasmin recalled her childhood days at her grandmother’s house.
Write a summary on:

- what she did that morning
- what she remembered about the house

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:
- be in continuous form (not note form)
- use materials from line 17 to line 43
- must not be longer than 130 words, including the 10 words given below

Begin your summary as follows:

Jasmin slowly sat up and glanced at her sleeping sister ...

[15 marks]
Read the poem below and answer the questions that follow.

Are You Still Playing Your Flute?

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

Are you still playing your flute?
In the village so quiet and deserted
Amidst the sick rice field
While here it has become a luxury
To spend time watching the rain
Gazing at the evening rays
Collecting dew drops
Or enjoying the fragrance of flowers.

Are you still playing your flute?
The more it disturbs my conscience
to be thinking of you
in the hazard of you
my younger brothers unemployed and desperate
my people disunited by politics
my friend slaughtered mercilessly
this world is too old and bleeding

Zurinah Hassan

(a) In stanza 1, which word in the poem means ‘hidden or kept from sight’?

....................................................................................................................................................... [1 mark]
(b) In stanza 2, what do the evening rays refer to?

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

(c) What is the persona’s feeling in stanza 3?

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

(d) What would you consider a luxury in your life?
Give a reason to support your answer.

Luxury : …………………………………………………………………………………. [1 mark]
Reason : …………………………………………………………………………………. [1 mark]

[5 marks]

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

<table>
<thead>
<tr>
<th>The Curse</th>
<th>-</th>
<th>Lee Su Ann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step By Wicked Step</td>
<td>-</td>
<td>Anne Fine</td>
</tr>
<tr>
<td>Catch Us If You Can</td>
<td>-</td>
<td>Catherine MacPhail</td>
</tr>
</tbody>
</table>

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

“Determination is important to achieve what one desires.”

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

[15 marks]
FOR SECTION A

Blacken only one space for each question. If you wish to change your answer, erase the blackened mark that you have made. Then blacken the space for the new answer.

EXAMPLE:

A   B   C   D

1  A  B  C  D

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

/15
PERATURAN PERMARKAHAN

BAHASA INGGERIS

1119/1 & 1119/2

KERTAS 1 DAN KERTAS 2
MARK SCHEME FOR Question 1

This question is assessed as follows:

1. **ALLOCATION OF MARKS:**

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>CONTENT</th>
<th>LANGUAGE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
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</tr>
<tr>
<td>CONTENT</td>
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<td></td>
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<tr>
<td>LANGUAGE</td>
<td>20 marks</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>35 marks</strong></td>
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2. **FORMAT AND CONTENT MARKS – 15 marks**

<table>
<thead>
<tr>
<th>FORMAT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>F1 = Sender’s address</td>
<td>ONE / TWO correct format = 1 mark</td>
</tr>
<tr>
<td>F2 = Recipient’s address</td>
<td>THREE / FOUR correct formats = 2 marks</td>
</tr>
<tr>
<td>F3 = Date</td>
<td>FIVE / SIX correct formats = 3 marks</td>
</tr>
<tr>
<td>F4 = Salutation</td>
<td></td>
</tr>
<tr>
<td>F5 = Title</td>
<td></td>
</tr>
<tr>
<td>F6 = Closing + name</td>
<td></td>
</tr>
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</table>

Sub-total: 3

(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, the content point cannot be awarded)

<table>
<thead>
<tr>
<th>C1</th>
<th>Rimba Maya Camp Site</th>
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<tbody>
<tr>
<td>C2</td>
<td>accompanied by teachers</td>
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<tr>
<td>C3</td>
<td>activities; pitch tents</td>
<td>1</td>
</tr>
<tr>
<td>C4</td>
<td>cook meals</td>
<td>1</td>
</tr>
<tr>
<td>C5</td>
<td>camp fire</td>
<td>1</td>
</tr>
<tr>
<td>C6</td>
<td>jungle-trekking</td>
<td>1</td>
</tr>
<tr>
<td>C7</td>
<td>nature study</td>
<td>1</td>
</tr>
<tr>
<td>C8</td>
<td>survival skills</td>
<td>1</td>
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<tr>
<td>C9</td>
<td>leadership and teamwork</td>
<td>1</td>
</tr>
<tr>
<td>C10</td>
<td>keep camp site clean</td>
<td>1</td>
</tr>
<tr>
<td>C11</td>
<td>suggestion 1</td>
<td>1</td>
</tr>
<tr>
<td>C12</td>
<td>suggestion 2</td>
<td>1</td>
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</tbody>
</table>

Sub-total: 12

Grand Total: 15
3. LANGUAGE - 20 Marks

1. Marks are awarded for:
   i. Accurate English
   ii. Style and Tone [appropriate to task]

2. Read the script and indicate all errors of language by underlining the word, phrase or punctuation where the mistake appears.

3. Please tick for good appropriate vocabulary, structure and tone.

4. Award marks by referring to the criteria for marking language.

CRITERIA FOR MARKING LANGUAGE
Section A: Directed Writing

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
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</table>
| A 19 - 20  | • The language is **entirely accurate** apart from the very occasional first draft slips.  
             • **Sentence structure** is **varied** and shows that the candidate is able to use various types of sentences to achieve a particular effect.  
             • **Vocabulary** shows some sophistication and is used with precision.  
             • **Punctuation** is accurate and helpful to the reader.  
             • **Spelling** is accurate across the full range of vocabulary used.  
             • **Paragraphs** have unity and are well linked.  
             • The **topic** is addressed with consistent relevance  
             • The **tone** is appropriate for a formal letter. |
| B 16 - 18  | • The language is almost always **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 to the reader.  
             • **Spelling** is nearly always accurate.  
             • **Paragraphs** show some evidence of planning, having unity and are linked appropriately linked.  
             • The **tone** is appropriate for a formal letter. |
| C 13 - 15  | • The language is **largely accurate** to communicate meaning clearly to the reader.  
             • **Simple structures** are used without error; mistakes may occur when more sophisticated structures are attempted.  
             • Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, 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.  
             • **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 **tone** is appropriate for a formal letter. |
<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
</table>
| D 10 - 12  | • The language is **sufficiently accurate**  
• There will be **patches of clarity** especially when **simple structures** are used (throughout the piece of writing).  
• Mistakes will occur when complex sentence structures are used.  
• There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest.  
• **Vocabulary is adequate** but may lack precision.  
• **Punctuation** is generally correct but it does not enhance or clarify meaning.  
• Sentence separation errors may occur.  
• Simple words are spelt accurately; errors may occur with unfamiliar words.  
• **Paragraphs** may show some unity in topic.  
• Lapses in slang or informal language may occur consistently. |
| E 7 - 9    | • **Meaning never in doubt**, but **single word errors are sufficiently frequent** and serious to **hamper speed** of reading.  
• Some **simple structures will be accurate** but accuracy is not sustained for long.  
• **Vocabulary is limited** – too simple to convey meaning or imperfectly understood.  
• Simple words will usually be spelt accurately but mistakes occur with more difficult words.  
• Paragraphs lack unity and links are incorrectly used.  
• Errors occur in sentence separation and punctuation. |
| U(i) 4 – 6 | • **Meaning is fairly clear**  
• Correction of ‘single word’ errors may produce a fairly accurate English.  
• **High incidence of errors impedes reading.**  
• **Few simple sentence structures** are used accurately.  
• **Vocabulary is limited** – may not extend beyond a simple range of words; inadequate to express intended shades of meaning.  
• Punctuation is sometimes correct but sentence separation errors may occur.  
• Paragraphs show lack of planning.  
• Frequent spelling errors occur.  
• May **not show understanding of the detailed requirements of the task.** |
| U(ii) 2 – 3 | • Sense will usually decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before the meaning becomes clear.  
• Whole sections of the letter may make **little or no sense.**  
• Unlikely to have more than one or two accurate sentences.  
• Content is comprehensible but tone and style is hidden by the high density of errors. |
| U(iii) 0 – 1 | • Almost entirely impossible to recognize as pieces of English.  
• Whole sections of letter may make **no sense at all** or is copied from the task.  
• Award ‘1’ mark if some sense is obtained.  
• The mark ‘0’ should only be awarded if the letter makes no sense at all. |

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**MARKING SCHEME FOR Section B**

Marks are awarded as follows:

1. Assessment is based on impression.
2. Read and re-read the response, at the same time underline gross and minor errors.
3. Put insertion marks (^) where errors occur.
4. Mark for good vocabulary or expressions by putting a merit tick (✓) above such merits.
5. Fit the candidate’s response against the most appropriate band having most of the criteria as found in the band. Refer to the upper or lower bands to the band already chosen to BEST FIT the student’s response to the most appropriate band.
6. Justify the band and marks given, 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

**Section B : Continuous Writing**

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
</table>
| **A** 44 - 50 | - The **language** is **entirely accurate** apart from the very occasional first draft slips.  
- **Sentence structure** is **varied** and shows that the candidate is able to use various types of sentences to achieve a particular effect.  
- **Vocabulary** shows some sophistication and is used with precision.  
- **Punctuation** is accurate and helpful to the reader.  
- **Spelling** is accurate across the full range of vocabulary used.  
- **Paragraphs** have unity and are well linked.  
- The **topic** is addressed with consistent relevance.  
- The interest of the reader is aroused and sustained throughout the writing. |
| **B** 38 - 43 | - The **language** is **accurate**; occasional errors are either minor or first draft slips.  
- **Sentences** show some **variation** and 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 to the reader.  
- **Spelling** is nearly always accurate.  
- **Paragraphs** show some evidence of planning, having unity and are 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 writing. |
<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
</table>
| C 32 - 37  | - The language is largely accurate.  
- Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.  
- Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, 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.  
- Spelling of simple words may be accurate but errors occur when more sophisticated words are used.  
- Paragraphs may show some unity although some links may not be present or inappropriate.  
- The writing is relevant but may lack originality and planning. Topic is addressed with consistent relevance.  
- Some interest is aroused but not sustained. |
| D 26 - 31  | - The language is sufficiently accurate.  
- There will be patches of clarity especially when simple vocabulary and structures are used.  
- There may be some variety of sentence length and type but purpose is not seen clearly.  
- Vocabulary is adequate to show intended meaning but is not developed to show precision.  
- Punctuation is generally correct but it does not clarify meaning.  
- Simple words are spelt accurately but more errors will occur.  
- Paragraphs used but show lack of planning or unity.  
- The topic is addressed with some relevance but it may be lacking in liveliness and interest. |
| E 20 - 25  | - Meaning never in doubt, but errors are sufficiently frequent and serious to hamper reading.  
- Some simple structures may be accurate but accuracy is not sustained for long.  
- Vocabulary is limited – too simple to convey precise meaning or more ambitious but imperfectly understood.  
- Simple words will usually be spelt accurately but frequent mistakes make reading the script difficult.  
- Paragraphs lack unity and are poorly organised.  
- Writing shows some relevance to the topic but only partial treatment is given.  
- High incidence of errors - distracts reader from merits of content of the piece of writing. |
<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
</table>
| **U (i)** 14 - 19 | • Meaning is fairly clear  
• **High incidence** of **errors impede reading.**  
• Many **serious errors** of various kinds throughout the script (single word)  
• Very **few accurate sentences** – sentences are simple and often repetitive.  
• Frequent errors cause **blurring.**  
• **Punctuation** is sometimes correct but sentence separation errors may occur.  
• **Paragraphs** lack unity / may not have paragraphs at all. |
| **U (ii)** 8 - 13 | • Sense will usually decipherable, but some of the **errors will be multiple**, requiring the reader to read and re-read before the meaning becomes clear.  
• Only a few accurate simple sentences.  
• Content of writing is comprehensible but meaning is blur due to high incidence of errors.  
• Scripts may be also far short of the required number of words. |
| **U (iii)** 0 – 7 | • Almost entirely impossible to read.  
• Whole sections make little or no sense at all.  
• Award marks if some sense is obtained.  
• The mark ‘0’ should only be awarded if the letter makes no sense at all. |
SECTION A

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

SECTION B : INFORMATION TRANSFER

16. Vasco’s, Hilton K L
17. ghazal group
18. Simmered Catfish in fermented durian coconut gravy
19. blue coloured rice served with its traditional condiments
20. Malay desserts / Malay kuih and delicacies / Malay kuih / Malay delicacies
21. Daily / 6 a.m. to midnight
22. RM68.00 (nett)
23. RM49.00 (nett)
24. the first and last three days of the fasting month
25. discount vouchers and Hari Raya mystery gifts
### SECTION C : READING COMPREHENSION

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>LINES LIFTED</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 (a)</td>
<td>engulfed</td>
<td>Line 2</td>
<td>1 mark</td>
</tr>
<tr>
<td>26 (b)</td>
<td>parents went overseas/ her mother joined her father who was studying overseas</td>
<td>Line 6</td>
<td>1 mark</td>
</tr>
<tr>
<td>26 (c)</td>
<td>i. they did not want to upset her/ she was happy in her <em>kampung</em> school/ ii. she was doing well in school</td>
<td>Lines 7-9</td>
<td>1 mark</td>
</tr>
<tr>
<td>27</td>
<td>her (younger) sister was born/ the birth of her sister</td>
<td>Line 10</td>
<td>1 mark</td>
</tr>
<tr>
<td>28</td>
<td>water the potted plants</td>
<td>Lines 32</td>
<td>1 mark</td>
</tr>
<tr>
<td>29 (a)</td>
<td>the raised floor kept dampness away</td>
<td>Line 36</td>
<td>1 mark</td>
</tr>
<tr>
<td>29 (b)</td>
<td>the spaces between the planks provided good ventilation</td>
<td>Lines 36 - 37</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

*Accept any other possible answer, e.g:*
- She missed the home she grew up in
- She was nostalgic about her childhood
- She wanted to hold on to her memories

*DO NOT accept if students answer:*
  - She missed her grandmother

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### SECTION C : SUMMARY
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<table>
<thead>
<tr>
<th>Content Points</th>
<th>Lifting of lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 rolled up the (mengkuang) mat</td>
<td>Line 18</td>
</tr>
<tr>
<td>C2 put it away behind the clothes rack</td>
<td>Lines 18 - 19</td>
</tr>
<tr>
<td>C3 took towel from the rack and moved towards the door</td>
<td>Line 19</td>
</tr>
<tr>
<td>C4 stepped into the living room</td>
<td>Line 20</td>
</tr>
<tr>
<td>C5 opened the kitchen door into the compound</td>
<td>Line 26</td>
</tr>
<tr>
<td>C6 lowered the pail into the well (expertly pulled up the attached robe)</td>
<td>Line 29</td>
</tr>
<tr>
<td>C7 strolled around the old house</td>
<td>Line 34</td>
</tr>
<tr>
<td>C8 traditional Malay house</td>
<td>Line 35</td>
</tr>
<tr>
<td>C9 built on post above the ground</td>
<td>Line 35-36</td>
</tr>
<tr>
<td>C10 raised floor kept dampness away</td>
<td>Line 36</td>
</tr>
<tr>
<td>C11 spaces between floor planks provided (good) ventilation</td>
<td>Line 36-37</td>
</tr>
<tr>
<td>C12 played with childhood friends beneath the house</td>
<td>Line 37-38</td>
</tr>
<tr>
<td>C13 walked past the verandah with its large windows</td>
<td>Line 41</td>
</tr>
<tr>
<td>C14 rounded the corner</td>
<td>Line 41</td>
</tr>
<tr>
<td>C15 went back into the kitchen</td>
<td>Line 43</td>
</tr>
</tbody>
</table>

**Note**: Award 1 mark for each content point to a maximum of 10 marks
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

\[ \frac{9}{2} = 4.5 = 5 \text{ marks} \]

BAND DESCRIPTORS FOR SUMMARY

<table>
<thead>
<tr>
<th>MARK</th>
<th>PARAPHRASE (RP)</th>
<th>USE OF ENGLISH (UE)</th>
</tr>
</thead>
</table>
| 5    | • There is a sustained attempt to rephrase the text language.  
      • Expression is secure.  
      • Allow phrases from the text, which are difficult to substitute. | 5 |
| 4    | • There is a noticeable attempt to rephrase the text.  
      • The summary is free from stretches of concentrated lifting.  
      • Expression is generally sound. | 4 |
| 3    | • Intelligent and selective lifting, i.e. when groups of words are combined with own words.  
      • Limited attempt to rephrase the text.  
      • Expression may not always be secure but the attempt to substitute will gain credit. | 3 |
| 2    | • Wholesale copying of text material, i.e. in chunks not a complete script 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 |
| 1    | • More or less a complete transcript of the text.  
      • This means sentence after sentence copied without a clear break.  
      • Originality barely noticeable.  
      • There will also be random transcription of irrelevant sections of the text. | 0-1 |
| 0-1  | • 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. | 0-1 |
SECTION D : LITERATURE COMPONENT

QUESTION 32

a) concealed 1 mark

b) sunset / the sun going down/ dusk 1 mark

c) sad / miserable / upset / unhappy / frustrated / angry / troubled / disturbed 1 mark
   - DO NOT accept if students answer- guilty

d) Example:
   L : spending time with family 1 mark
   R : because I have been away from them for so long 1 mark
   - Accept any other possible answer.
QUESTION 33: NOVEL

Marks awarded are as follows:
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CONTENT : 10 marks
LANGUAGE : 5 marks
TOTAL : 15 marks

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Marking for Content</th>
<th>Marking for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 9</td>
<td>• an always relevant response to the task&lt;br&gt;• almost always provide textual evidence (detailed and well developed)&lt;br&gt;• maintains a consistent and convincing point of view&lt;br&gt;• candidates can tie the quality of the character with evidence mentioned</td>
<td>5</td>
</tr>
<tr>
<td>8-7</td>
<td>• a relevant response to the task&lt;br&gt;• usually provides textual evidence&lt;br&gt;• maintains a consistent point of view&lt;br&gt;• doesn’t convince (argument not as developed as 9/10 but with some development)&lt;br&gt;• more towards narration</td>
<td>4</td>
</tr>
<tr>
<td>6-5</td>
<td>• an intermittently relevant response to the task&lt;br&gt;• provides little textual evidence&lt;br&gt;• point of view consistent in parts</td>
<td>3</td>
</tr>
<tr>
<td>4-3</td>
<td>• a response of very little relevance to the task&lt;br&gt;• hardly any textual evidence&lt;br&gt;• point of view difficult to establish</td>
<td>2</td>
</tr>
<tr>
<td>2-1</td>
<td>• show barely any understanding of the requirement(s) of the task&lt;br&gt;• point of view not establish</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The mark ‘0’ should only be awarded if
• there is no understanding of the requirement(s) of the task
• the response is in language other than English
• there is no response

1 mark is awarded if candidate mentions something about the novel