

SULIT  
1119/1  
Bahasa  
Inggeris  
Kertas 1  
Ogos  
2010  
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 2010**

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**BAHASA INGGERIS**

Kertas 1

Satu jam empat puluh lima minit

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**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**.*

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

## Section A : Directed Writing

(35 marks)

*You are advised to spend 45 minutes on this section.*

### Question 1

You have been selected to represent your school in a public speaking competition organised by *The New Moon*. The topic you have chosen for your prepared speech is “*The advantages and disadvantages of Internet*”. Write **a speech** on the topic chosen.

You should include the following points in your speech:

#### *Advantages*

- fast and reliable
- cheap
- vast information
- free entertainment
- paying bills on-line
- shopping from home

#### *Disadvantages*

- theft of personal information
- virus threats
- unwanted e-mails
- pornography
- no social life
- unhealthy – no physical exercise

When writing your speech, you must:

- greet your audience
- state the purpose of your speech
- include **all** the notes given
- thank your audience

Note:

For your speech, you will receive up to **15 marks** for format and content points, and up to **20 marks** for the quality of your writing.

**Section B: Continuous Writing**

(50 marks)

*You are advised to spend about one hour on this section.*

**Question 2**

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

- (a) My childhood days
- (b) Teenagers have more problems than adults. Do you agree?
- (c) Describe the funniest event in your life.
- (d) Write a story beginning with “I didn’t know what happiness was until...”
- (e) Words

**KERTAS SOALAN TAMAT**

**SULIT**  
**1119/2**  
**Bahasa**  
**Inggeris**  
**Kertas 2**  
**Ogos**  
**2010**  
**2 ¼ jam**



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

**PEPERIKSAAN PERCUBAAN**  
**SIJIL PELAJARAN MALAYSIA 2010**

**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.*

**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.*

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

Kertas soalan ini mengandungi 18 halaman bercetak

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## SECTION A

### Questions 1 – 8

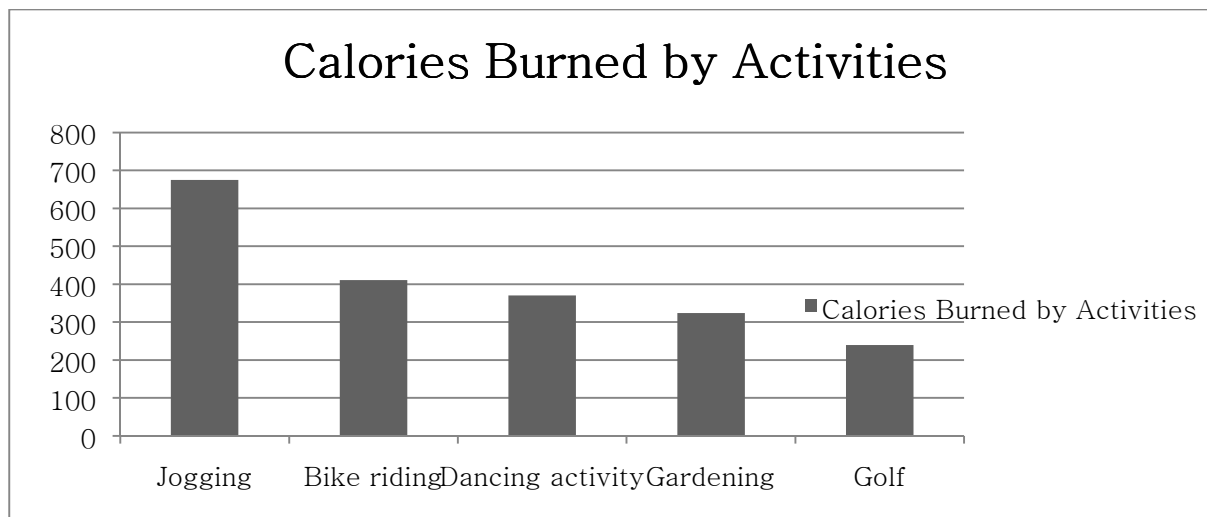
For each of the questions, read the question first and then study the information given to find the best answer. Then circle the answer **A, B, C** or **D**.

Jessy: Look at those kids over there! One's trying to scoop goldfish out of the pond, and the other's trying to drag the cat by its tail, poor thing! This is supposed to be a children's party, not a wrecking operation!

Manny: I know it's getting a bit *out of hand*. We must do something about it.

1. From the conversation above, the phrase *out of hand* means

- A slipped off                      C out of control  
B not in line                      D not in proper condition



2. The graph above shows the number of calories burned by performing the activities listed for 30 minutes. From the graph above, we know that
- A jogging burns less calories than golf  
B jogging burns more calories than dancing  
C dancing burns more calories than bike riding  
D bike riding burns less calories than gardening



I never drink hot drinks as the fuel needed to heat the water contributes to global warming. Do try some of my methods to help nature.

3. The man in the cartoon strip is asking people to
- A help nature by heating water.
  - B help reduce global warming.
  - C use as much fuel as needed.
  - D follow all that she does.

Do you laugh often? You may wonder what laughter has to do with health but when it was said that laughter is the best medicine, the experts of long ago knew what they were talking about!

Those who laugh often might not be healthier really but they certainly have a better attitude to problems and therefore have a better time than those who worry and are grumpy.

4. The main point of the above extract is
- A experts of long ago knew what they were talking about.
  - B a light attitude to life helps people to enjoy a better life.
  - C all those who laugh definitely have a better health.
  - D people who worry have a better time.

TUAN HAJI AHMAD SHAHRIR B. HJ ABD GHANI  
&  
DR. HJH UMI KELSOM BINTI HJ NAYAN  
Request the pleasure of the company of

PUAN SHAZREEN AZMI AND HUSBAND

at the marriage of their daughter, **Nuranis Huda**, to **Dr. Iman Zulhakim**, son of DR MOHD YAZID AND  
PUAN ZANARIAH  
at 2911, Meranti Street, Syahbandar Hillview, Pekan  
on Saturday 12 September 2010, at 10 am  
followed by lunch at 12 noon.

5. According to the invitation above, who is Dr. Mohd Yazid?
- A Iman's father
  - B Iman's friend
  - C Nuranis's father
  - D Nuranis's mother

6. This novel is mainly about

*Ghost Girl* by Torey Hayden

Jadie never spoke, never laughed, never cried. She spent every waking hour locked in her own private world of shadows. This little girl was trapped in a living hell of unspeakable memories. And it would take every ounce of courage, compassion and love that one remarkable teacher possessed to rid the 'Ghost Girl' of the malevolent spirits that haunted her.

- A a young girl who is mute
- B a young girl who is deaf
- C a little girl who is scared
- D a little girl who is traumatic

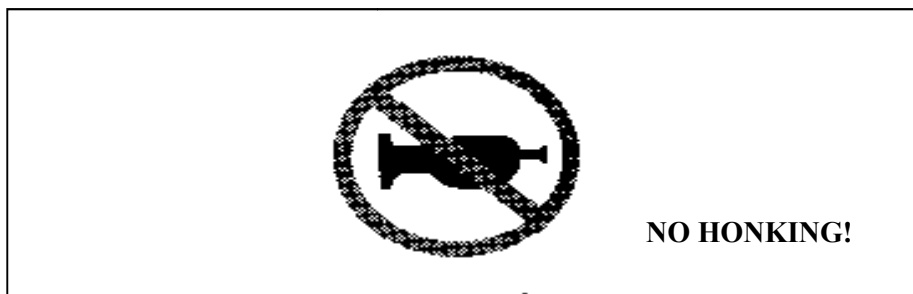
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### Rescuers break wall to save 270kg man

Oita (Honshu): A man who weighs an estimated 270 kg was rescued from his home in Oita after falling and struggling alone for two days to telephone for help. Authorities used saws to dismantle a wall of Sato Takeshi's home to extract him as he was too large to be removed via the front door. -AP

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7. From the newspaper report, we know that Sato Takeshi's problem was mainly due to him
- A being too fat
  - B living in an old house
  - C not knowing how to use a saw
  - D forgetting to lock his front door



8. The road sign is a type of
- |   |                 |   |                    |
|---|-----------------|---|--------------------|
| A | cautionary sign | C | explanatory sign   |
| B | mandatory sign  | D | informational sign |

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

I would like to open my own shop one day, perhaps have my own fragrance and cosmetic line. There 9 many things I haven't done. I would love to do clothes for men – there's a market for 10 men who like to dress up. And I 11 a law degree you know – behind all this creativity, there is a brain – I am intelligent!

I love diamonds, pearls and jewellery. This has also been a good business opportunity as I managed to 12 up with the owners of jewellery and pearl centre Rafflesia. I'll be working on a project 13 my new line of accessories 14 collaboration with them. I plan to come back later this year to feature an exclusive line of Malaysian-inspired couture gowns with pearls and embroidery, and shoes specially 15 by Jimmy Choo.

(Adapted from The Star, 29<sup>th</sup> April 2010)

- 9 A is  
B are  
C was  
D were

- 13 A involving  
B regarding  
C managing  
D specialising

- 10 A simple  
B modern  
C glamorous  
D wonderful

- 14 A in  
B on  
C at  
D of

- 11 A has  
B had  
C have  
D -

- 15 A made  
B crafted  
C designed  
D invented

- 12 A see  
B look  
C meet  
D contact

**Section B**  
**(10 marks)**

**Questions 16-25**

*Study the movie review by Seto Kit Yan and answer the questions that follow.*

***KIDNAPPER – Movie Review***

*Kidnapper* opened in Singapore last month to rave reviews from Singapore film critics and moviegoers alike. The Singapore-Malaysia suspense thriller is produced by Kelvin Tong's Boku Films and jointly financed by Malaysia's RAM Entertainment with Singapore's Scorpio East Pictures.

The movie is about 40-year old taxi driver Lim Seng Huat (Christopher Lee) whose ten year - old son Wei Siang (Jerald Tan) is mistakenly kidnapped by the ruthless Hu (Jack Lim) for a million-dollar ransom, which he is given 36 hours to raise. Adding to the chaos is the kidnapper's former best friend and classmate, Mrs. Ng (Phyllis Quek) who has become the wife of the rich man whose son was the intended target.

Kelvin Tong got the idea of this movie after studying numerous Hollywood and Hong Kong action thrillers which typically had a generous amount of robbery and kidnapping. Tong thought since this movie genre has not been explored in Singapore and Malaysia, it would be a refreshing idea.

The movie which is packed with actions and suspense also deals with the strong emotional bond between a mother and the son. The scene has touched the hearts of moviegoers which brings them close to tears. The combination of thrilling scenes and heart-warming episodes in the movie are the main attractions of the movie. Don't miss the opportunity of watching Kelvin Tong's best work ever..

*Review by Seto Kit Yan*

*Adapted from The Star – StarTwo April 30<sup>th</sup>.2010*

**Questions 16 – 25**

*Using the information from the movie review, write short answers in the spaces provided.*

Title	16. ....
Producer	17. ....
Financiers	18. .... 19. ....
Movie genre	20. ....

**Questions 21 -25**

*Based on the information given, give short answers to the following questions.*

21. What inspired Kelvin Tong to produce the movie?

.....

22. Who was kidnapped in the movie?

.....

23. How long was the taxi driver given to raise the money?

.....

24. What was the relationship between Hu and Mrs Ng?

.....

25. What are the attractions of the movies?

.....

(10 marks)

## Section C

[25 marks]

Questions 26 -31 are based on the following passage.

The passage below describes how the 2004 tsunami changed Jet Li's life forever and how he wants to change the world now. Read the passage carefully and answer the questions that follow.

- 1 As he struggled to keep his four-year-old daughter Jane above the surging water, Jet Li shouted for someone to help his nanny, who was holding his one-year-old daughter, Jada. This was no action movie. Like many people across Asia, Li was caught up in the real-life horror of the devastating tsunami that hit us on 26 December, 2004. 5
- 2 It all began when the Chinese kung fu movie star came to the Maldives for a holiday with his wife Nina, two young daughters and nanny. Just after ten that Sunday morning, he had been standing by the pool at the Four Seasons Hotel, ready to take his two excited little girls into the sea.
- 3 Then he noticed the water rising with terrifying speed. By the time he and the nanny had picked up Jane and Jada and turned to head back to the hotel, the water had reached their feet. Within seconds it rose to his waist, then his chin. In the ensuing chaos, Li grabbed Jane but lost his grip on Jada and the nanny. As they were all swept towards the hotel, he cried out for help. Four bystanders jumped into the water and saved the little girl and the nanny. 10  
15
- 4 When it was all over, his family and other hotel guests were forced to sleep in the lobby due to electricity failure. It was then that Li sat up and reflected on what had happened. "Up to then, I had spent the first 41 years of my life thinking of Jet Li : Jet Li number one. But now I thought, however powerful, however famous, in that moment it cannot help you. I thought about my life and what I wanted to do." 20
- 5 In the time between the tsunami and the Sichuan earthquake back in China, Jet Li transformed his life, dedicating much of his time to helping the victims of disaster and the less fortunate. Rather than just donate money, he set out to create an organisation that would make a genuine difference and draw upon the power of individuals around the world. 25
- 6 Following his ordeal, in the Maldives, Li returned home to Hong Kong and swung into action. After the tsunami, Li told his wife, "I have to do something right away." "That's how the One Foundation was born," he said. In January 2005, he donated a large amount of money to the victims of the tsunami and used another large sum to start a foundation. 30
- 7 During his free time, he spoke with academics around the world and spent time at philanthropic organisations, such as the Rockefeller Foundation, to learn what makes a successful non-government organisation (NGO).

8 The idea behind One Foundation is simple : think big by thinking small. Starting in China, Li has set out to raise one yuan (15 cents) from every person each month. He likens it to one big family helping each other out. He said, “I believe helping each other starts with the individuals. It is everybody’s responsibility to give. If everyone gives one yuan every month, it will add up to billions of dollars.” To make that idea a reality, One Foundation has also teamed up with the corporate sector. 35 40

9 In just 18 months, the foundation has raised nearly \$16 million, proving the power of Li’s simple idea. It has helped a number of disaster relief efforts, including the Yunnan Puer earthquake and the snowstorms that paralysed much of southern China in early 2008. One Foundation has also been involved in long-term projects, such as ‘Sunshine In Your Heart’ - a programme that promotes mental health education and consultation centres in Chinese schools, and organises seminars and courses in universities around China. 45

10 Li has big aspirations for One Foundation , and is already looking beyond China. It is registered in Los Angeles, Hong Kong and Singapore, and more plans are underway to open an office in Taiwan. At the same time, he remains realistic about how much the foundation can achieve. “I think it will take at least two generations, maybe 30 years, to change people’s minds, for them to believe, ‘Yes, I have a responsibility’.” 50

11 Even though some people have questioned why Li is doing this, he refuses to give in to doubt or regret. He always replies , “I spent the first ten years of my life learning martial arts, then 25 years making movies. Now I’m starting my third career.” 55

*(Adapted from Reader’s Digest, January 2009)*

26 From paragraph 1, what was the real-life horror that Jet Li had to face?  
..... [1 mark]

27 (a) From paragraph 2, how many of the family members were on holiday?  
..... [1 mark]

(b) Which **phrase** in paragraph 3 gives the meaning of ‘very fast’?  
..... [1 mark]

28 (a) From paragraph 4, what did Jet Li do while the rest of the hotel guests were sleeping?

..... [1 mark]

(b) From paragraph 5, give **two** reasons why Jet Li planned to set up an organisation.

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

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

29 (a) From paragraph 6, when did Jet Li decide to create the One Foundation?

..... [1 mark]

(b) From paragraph 8, how would the idea of raising one yuan help the foundation?

..... [1 mark]

30 In your own words, suggest **two** ways you can help people after a natural disaster.

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

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





**Section D**

[25 Marks]

**Question 32**

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

**SONNET 18**

Shall I compare thee to a summers's day?  
Thou art more lovely 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 sometimes 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 wand'rest 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**

(a) State two characteristics of 'the eye of heaven'.

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

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

(b) What does 'eternal lines' refer to?

.....[1 mark]

(c) If you were the persona, would you compare your beloved to summer? Why?

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

33 Read the extract from the short story *'The Necklace'* below and answer the following questions.

"I brought you back another exactly like *it*. And it has taken us ten years to pay for it. You can understand that it was not easy for us who had nothing. At last, it is ended and I am very glad."

Madame Forestier had stopped.

"You say that you bought a necklace of diamonds to replace mine?"

"Yes. You can never notice it, then! They were very similar."

And she smiled with a joy that was at once proud and ingenious. Madame Forestier, deeply moved, took her hands.

(a) What does *it* in the above excerpt refer to?

.....[1 mark]

(b) Why was Madame Forestier surprised that Mathilde bought a new necklace to replace hers?

.....[1 mark]

(c) How did Madame Forestier feel when she took Mathilde's hands?

..... [1 mark]

(d) If you were Mathilde, how would you feel when you found out the truth from Madame Forestier? Give a reason for your answer.

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





**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

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**PEPERIKSAAN PERCUBAAN  
SIJIL PELAJARAN MALAYSIA 2010**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS**

**KERTAS 1**

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**SEKOLAH BERASRAMA PENUH****SPM TRIAL EXAMINATION 2010****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
<b>CONTENT</b> (All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded)		
<b>C1</b>	<b>Fast and reliable</b>	1
<b>C2</b>	<b>Cheap</b>	1
<b>C3</b>	<b>Vast information</b>	1
<b>C4</b>	<b>Free entertainment</b>	1
<b>C5</b>	<b>Paying bills on-line</b>	1
<b>C6</b>	<b>Shopping from home</b>	1
<b>C7</b>	<b>Theft of personal information</b>	1
<b>C8</b>	<b>Virus threats</b>	1
<b>C9</b>	<b>Unwanted e-mails</b>	1
<b>C10</b>	<b>Pornography</b>	1
<b>C11</b>	<b>No social life</b>	1
<b>C12</b>	<b>Unhealthy – no physical exercise</b>	1
<i>Sub-total</i>		12
<b>Grand Total</b>		<b>15</b>

## DIRECTED WRITING – LANGUAGE

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

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

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
<p style="text-align: center;"><b>A</b> 44 – 50</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – entirely accurate, with occasional first draft slips</li> <li>• <b>Sentence structures</b> - varied and sophisticated</li> <li>• <b>Vocabulary</b> – wide and precise with shades of meaning</li> <li>• <b>Punctuation and spelling</b> – accurate and helpful</li> <li>• <b>Paragraphs</b> – well-planned, unified and linked</li> <li>• <b>Topic</b> – consistent and relevant</li> <li>• <b>Reader’s Interest</b> – aroused and sustained throughout writing</li> </ul>
<p style="text-align: center;"><b>B</b> 38 – 43</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – accurate, with occasional minor errors or first draft slips</li> <li>• <b>Sentences</b> – varied lengths and types, some complex structures</li> <li>• <b>Vocabulary</b> – wide and precise with some shades of meaning</li> <li>• <b>Punctuation and spelling</b> – almost always accurate</li> <li>• <b>Paragraphs</b> – evidence of planning, appropriately linked</li> <li>• <b>Writing</b> – relevant</li> <li>• <b>Reader’s Interest</b> - mostly aroused and sustained throughout</li> </ul>
<p style="text-align: center;"><b>C</b> 32 – 37</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – largely accurate</li> <li>• <b>Sentence</b> – some variety in length and type</li> <li>• <b>Simple structures</b> – error-free; errors with more ambitious structures</li> <li>• <b>Vocabulary</b> – wide enough to convey meaning but lacks precision</li> <li>• <b>Punctuation</b> – accurate in simple sentences; errors in more complex use</li> <li>• <b>Spelling</b> – mistakes in more sophisticated words</li> <li>• <b>Paragraphs</b> – show unity, at times inappropriately linked</li> <li>• <b>Writing</b> – relevant, lacks originality</li> <li>• <b>Reader’s Interest</b> – aroused but not sustained</li> </ul>
<p style="text-align: center;"><b>D</b> 26 – 31</p>	<ul style="list-style-type: none"> <li>• <b>Language</b> – sufficiently accurate</li> <li>• <b>Patches of clear, accurate language</b></li> <li>• <b>Sentences</b> – some variety in type and length</li> <li>• <b>Vocabulary</b> – adequate but not developed to show intended precision</li> <li>• <b>Punctuation and spelling</b> – generally correct</li> <li>• <b>Writing</b> – relevant but lacks interest</li> </ul>
<p style="text-align: center;"><b>E</b> 20 – 25</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – never in doubt</li> <li>• <b>Single Word Errors (SWEs)</b> – frequent and serious enough to hamper reading</li> <li>• <b>Sentence structures</b> – accurate but not sustained for long</li> <li>• <b>Vocabulary</b> – limited, simple; difficult to understand in more ambitious structures</li> </ul>

MARKING SCHEME

	<ul style="list-style-type: none"> <li>• <b>Spelling</b> – simple words are spelt correctly</li> <li>• <b>Paragraphs</b> – lack unity or are haphazardly arranged</li> <li>• <b>Writing</b> - some relevance; topic is partially treated</li> <li>• <b>High incidence of linguistic errors</b></li> </ul>
<p><b>U (i)</b> 14 – 19</p>	<ul style="list-style-type: none"> <li>• <b>Meaning</b> – fairly clear</li> <li>• <b>Single Word Errors (SWEs)</b> – very frequent and impede reading/ cause blurring</li> <li>• <b>Vocabulary</b> – many serious errors of various kinds</li> <li>• <b>Sentences</b> – often simple and repetitive; very few accurate ones</li> <li>• <b>Punctuation and spelling</b> – sometimes used correctly</li> <li>• <b>Paragraphs</b> – lack unity or no paragraphs at all</li> </ul>
<p><b>U (ii)</b> 8 – 13</p>	<ul style="list-style-type: none"> <li>• <b>Sense</b> - decipherable</li> <li>• <b>Multiple Word Errors (MWEs)</b> – very frequent, impede reading / cause blurring; structures require re-reading before being understood</li> <li>• <b>Sentences</b> - only a few accurate sentences; mostly simple ones</li> <li>• <b>Length</b> – short</li> </ul>
<p><b>U (iii)</b> 0 – 7</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> - almost entirely impossible to read; makes little or no sense at all</li> <li>• <b>Occasional patches of clarity</b> (marks can be awarded)</li> <li>• <b>Vocabulary</b> – simple words used</li> <li>• <b>“0” to scripts with no sense</b> from beginning to end</li> </ul>



BAHAGIAN PENGURUSAN  
SEKOLAH BERASRAMA PENUH DAN SEKOLAH KLUSTER  
KEMENTERIAN PELAJARAN MALAYSIA

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**PEPERIKSAAN PERCUBAAN  
SIJIL PELAJARAN MALAYSIA 2010**

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**SKEMA PEMARKAHAN  
BAHASA INGGERIS**

**KERTAS 2**

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**SBP TRIAL EXAMINATION 2010**

**PAPER 2**

**ANSWER SCHEME**

**SECTION A**

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

**Section B**

16. Kidnapper
17. Kelvin Tong's Boku Films
18. (Malaysia's) RAM Entertainment                      } no. 18 and 19 are interchangeable
19. (Singapore's) Scorpio's East Pictures                }
20. (action) thriller/ (suspense) thriller
21. this movie genre has not been explored in Singapore and Malaysia / after studying numerous Hollywood and Hong Kong action thrillers
22. Wei Siang / Jerald Tan
23. 36 hours / 3 days
24. Former best friend / classmate
25. Thrilling scenes/ heart-warming episodes/ action/ suspense (accept at least two)

Questions 26 – 30

No.	Answers	Allowed Lifting	Mark(s)
26	(the devastating) tsunami	Lines 4-5	1
27(a)	Four	Lines 6-7	1
27(b)	(with) terrifying speed  <b>OR</b>  Within seconds	Line 10    Line 12	1
28(a)	He (sat up and) reflected on what had happened	Lines 17-18	1
28(b)	(i)To make a genuine difference  (ii)To draw upon the power of individuals around the world	Lines 24-25	1  1
29(a)	After the tsunami / when he returned home to Hong Kong /	Lines 26-27	1
29(b)	By giving one yuan every month, it will add up to billions of dollars	Lines 38-39	1
30	Possible answers:  - donate money /clothes/food to the victims  - donate blood to help the injured  - be part of the rescue team  - get involved in the voluntary service to help the victims  - offer medical aid/assistance  - organise fundraising/awareness campaigns  <i>Note: Accept other relevant answers.</i>	-	2

**Question 31**

**Content : 10 marks**  
**Language : 5 marks**

CONTENT POINTS: (Mark up to 10 only)

No.	Points	Lines	Task
1	to help the victims	22	What Jet Li has done to help victims of disaster
2	donated money / donated money to the victims of tsunami in January 2005	23 28-29	
3	set out to create an organisation	23-24	
4	to make a genuine difference	24	
5	to draw upon the power of individuals around the world	24-25	
6	used a large sum to start a foundation	30	The organisation of One Foundation Jet Li has set up
7	set up One Foundation	28	
8	idea is : think big by thinking small	34	
9	raise one yuan from every person each month	35-36/ 38	
10	it will add up to billions of dollars	38-39	
11	teamed up with the corporate sector	39-40	
12	raised nearly \$16 million in 18 months	41	
13	has helped disaster relief efforts	42	
14	is involved in long-term projects	44-45	
15	programme that promotes mental health education <b>and</b> consultation centres (in Chinese schools)	45-46	
16	organises seminars <b>and</b> courses in universities around China	47	

<b>STYLE AND PRESENTATION DESCRIPTORS</b>			
<b>Mark</b>	<b>PARAPHRASE</b>	<b>Mark</b>	<b>USE OF ENGLISH</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• attempt to rephrase text language</li> <li>• expression is secure</li> <li>• allow phrases from text which are difficult to substitute</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• language is accurate</li> <li>• varied sentence structures</li> <li>• marked ability to use original complex syntax outside text structures</li> <li>• accurate punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• attempt to rephrase text</li> <li>• free from stretches of concentrated lifting</li> <li>• expression is generally sound</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• language is almost accurate</li> <li>• some variation of sentences</li> <li>• ability to use original complex structures</li> <li>• punctuation is accurate</li> <li>• spelling is mostly accurate</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• intelligent and selective lifting</li> <li>• limited attempt to re-phrase text</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• language is largely accurate</li> <li>• mostly simple structures</li> <li>• sentences are generally lifted from text</li> <li>• punctuation and spelling are mostly accurate</li> <li>• serious errors are noticeable but not frequent</li> <li>• errors in original or ambitious vocabulary or sentence structures</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• wholesale copying of text material but not a complete transcript of the original</li> <li>• attempt to substitute own language but limited to single word expression only</li> <li>• irrelevant sections of text are more frequent</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• frequent serious errors</li> <li>• simple structures are accurate but accuracy is not sustained for long</li> <li>• simple punctuation is usually correct</li> <li>• spelling is largely accurate but mistakes in more difficult words</li> <li>• irrelevant and distorted detail will destroy sequence</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• more of less a complete transcript of text</li> <li>• originality is barely noticeable</li> <li>• random transcription of irrelevant sections of text</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• heavy frequency of serious errors impedes reading</li> <li>• a lot of fractured syntax</li> <li>• punctuation falters</li> <li>• frequent errors of sentence separation</li> </ul>

## SECTION D

### LITERATURE COMPONENT ANSWERS

<b>32a</b>	<p>i) summer is too short / lasts for 3 months</p> <p>ii) it gets too windy in summer (that flower buds drop off)</p> <p>iii) sometimes the sun shines too brightly / it gets too hot</p> <p>iv) sometimes it gets too cloudy / stormy</p> <p><i>*accept any 2 of the above (2 marks)</i></p>
<b>32b</b>	<p>The lines of the poem ( 1 mark)\</p>
<b>32c</b>	<p>Yes</p> <ul style="list-style-type: none"><li>- summer is the best season of the year</li><li>- summer is the most beautiful season</li></ul> <p>No</p> <ul style="list-style-type: none"><li>- summer is too hot/ sometimes cloudy/ too short</li></ul> <p><i>*accept any possible answer (2 mark)</i></p>
<b>33a</b>	<p>The (diamond) necklace (1 mark)</p>
<b>33b</b>	<p>i) she didn't even notice it/ they were very similar (1 mark)</p> <p>ii) (deeply) moved/ touched / felt sorry</p>
<b>33c</b>	<p>Any possible feeling associated with the shock of finding out the truth (1 mark)</p> <p>Eg. Surprised/ Sad/ Regret</p> <p>Any possible reason (1 mark)</p> <p>Eg. Because she had worked hard for ten years to pay her debt.</p>

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

**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"><li>• Language - accurate, with very occasional slips</li><li>• Occasional minor errors - first draft slips</li><li>• Sentence structure - varied</li><li>• Punctuation - accurate and helpful</li><li>• Spelling - secure throughout response</li></ul>
4	<ul style="list-style-type: none"><li>• Language - almost always accurate</li><li>• Sentences - some variation</li><li>• Punctuation - accurate and generally helpful</li><li>• Spelling - nearly always secure</li></ul>
3	<ul style="list-style-type: none"><li>• Language - largely accurate</li><li>• Simple structures dominate</li><li>• Serious errors - not frequent although noticeable</li><li>• Serious errors with sophisticated structures</li><li>• Punctuation - largely accurate</li><li>• Spelling - mostly secure</li></ul>
2	<ul style="list-style-type: none"><li>• Meaning - not in doubt</li><li>• Serious errors - more frequent</li><li>• Simple structures - accurate but not sustained</li><li>• Simple punctuation - usually correct, with occasional separation errors</li><li>• Spelling - largely accurate but mistakes with more difficult words</li></ul>
0 – 1	<ul style="list-style-type: none"><li>• Serious errors - heavy frequency, impeding reading</li><li>• Fractured syntax - more pronounced, with punctuation faltering</li><li>• Sentence separation errors - frequent</li></ul>