



SEKOLAH BERASRAMA PENUH
BAHAGIAN PENGURUSAN
SEKOLAH BERASRAMA PENUH / KLUSTER
KEMENTERIAN PELAJARAN MALAYSIA

**PEPERIKSAAN PERCUBAAN
SIJIL PELAJARAN MALAYSIA 2008**

SKEMA PEMARKAHAN

BAHASA INGGERIS

KERTAS 2

SEKOLAH BERASRAMA PENUH
SPM TRIAL EXAMINATION 2008
ENGLISH 1119 / 2

SECTION A

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

SECTION B

16	(Chinese) Theatre : Battleman
17	(Comedy Hour :) Delicious Cafe
18	Jewel Power
19	Underwater World
20	Scorpion Phobia
21	courage and wisdom
22	a (fearless) biologist
23	enormous power
24	has been stealing his customers
25	the secrets of the stingray

*** Correct spelling and punctuation are mandatory.*

SECTION C:

26 (a) teachers armed with canes (1 mark)

Note : Allow lifting from line 3.

(b) each time students misbehaved / failed to do their homework (1 mark)

Note : Allow lifting from lines 17 to 18.

27 (a) - to embarrass

- humiliate

- serve as a warning to would-be-offenders

(1 mark)

Note : Allow lifting from lines 26- 27

(b) common (1 mark)

28 (a) suspension letters are issued

(1 mark)

Note : Allow lifting from line 38.

(b) an expulsion notice will be issued

Note : Allow lifting from lines 39 to 40.

(1 mark)

29 (a) because they were scared / afraid / frightened

(1 mark)

(b) a very painful / unbearable / intolerable stomachache

(1 mark)

30 Accept any possible / logical answer.

Examples: giving advice to peers

getting the PTA involved

informing the students' parents

using religion to guide

(2 marks = 1 mark for each answer)

SECTION C

Annotate as follows :

CONTENT	- 10
LANGUAGE	- 5
	<hr/>
TOTAL	15
	<hr/>

Awarding Content Marks

	POINTS
1	using feather dusters and rulers (<i>line 5</i>)
2	(back of) wooden ladle (<i>line 10</i>)
3	running around the field (three times) (<i>lines 13-14</i>)
4	standing in a corner or outside the classroom (<i>line 14</i>)
5	ear squats (<i>line 15</i>)
6	a bunch of wooden rulers tied together (<i>line 16</i>)
7	stand at the back of the classroom (<i>lines 22-23</i>)
8	stand on the chair (<i>lines 23-24</i>)
9	stand on the table (<i>line 24</i>)
10	stand on the table outside the classroom (<i>line 25</i>)
11	counselling sessions (<i>line 34</i>)
12	sending out warning letters (<i>line 35</i>)
13	parents called to meet with school administrators (<i>lines 36-37</i>)
14	suspension letters are issued (<i>line 38</i>)
15	expulsion notice is issued (<i>lines 39-40</i>)

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 :

$$\begin{array}{r}
 \text{Paraphrase} \quad = \quad 5 \\
 \text{Use of English} \quad = \quad 4 \\
 \text{-----} \\
 9 \div 2 = 4.5 = \underline{5 \text{ marks}}
 \end{array}$$

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	<i>PARAPHRASE</i>	MARKS	<i>USE OF ENGLISH</i>
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 varied - marked ability to use original complex syntax - punctuation accurate - spelling 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 will be isolated - some variation of sentences - punctuation accurate - spelling 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 largely accurate - simple structures dominate - serious errors not frequent but noticeable - spelling 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, more frequent 	2 Unsatisfactory	<ul style="list-style-type: none"> - meaning is not in doubt - serious errors more frequent - simple structures accurate but not maintained - spelling 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 copied 	0-1 Poor	<ul style="list-style-type: none"> - heavy frequency of errors – hampers reading - fractured syntax / fragmented

SECTION D

LITERATURE COMPONENT ANSWERS

32a	they are afraid / frightened / scared (1 mark)
32b	i) the house of the dead person / the house of the dead person's family (1 mark) ii) the coffin / the box which the/a dead body is put into (1 mark)
32c	To merit 2 marks, students are required to include any TWO of the following elements : - it is a sad / sombre / solemn occasion - people are in mourning - the people / mourners are wearing dark / black clothes <i>**Accept any other relevant answers (1 mark for each answer = 2 marks)</i>
33a	paint/treat the cut with iodine / apply iodine to the cut (1 mark)
33b	run away fast (1 mark)
33c	crazy / mad / insane / irrational / unstable / psychotic (1 mark)
33d	Yes , I would. I would be afraid for my life as he has a weapon in his hand. If I refuse to do what he says, he might get angry and hurt me with that weapon, etc. No , I would be embarrassed to be seen putting iodine on a tree as usually humans get treated not trees, etc. (2 or 0 marks) <i>**Accept any other relevant answer.</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	<p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> • Response, relevant to specified task • Events chosen, well supported and linked with evidence / knowledge from text • Main and supporting ideas, relevant to specified task • Ideas, clearly presented, well-organised and easily understood
7 – 8	<p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> • Response, relevant to the task • Events chosen, usually supported and linked with knowledge / evidence from text • Mains and supporting ideas, mostly relevant to specified task • Ideas, clear and can be understood
5 – 6	<p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> • Response, intermittently relevant to specified task • Events chosen, supported and linked with some knowledge or evidence to specified task • Some ideas, relevant to the specified task • Ideas, generally clear, can be understood but lack organisation
3 – 4	<p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> • Response, barely relevant to specified task • Events chosen, unlikely identified or even when identified, not likely to be linked to the text • Ideas, hardly relevant to specified task • Ideas, difficult to understand
1 – 2	<ul style="list-style-type: none"> • No understanding of task requirement • Disorganised writing – incoherent; ideas, irrelevant to the specified task
0	<ul style="list-style-type: none"> • Response other than English • No response

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Response, not related to the novel |
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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, becoming 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

MARKING SCHEME

0 – 1

- Serious errors, heavy frequency, impeding reading
- Fractured syntax, more pronounced, with punctuation faltering
- Sentence separation errors, frequent