

NAME : \_\_\_\_\_

CLASS / SET : \_\_\_\_\_



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

<http://cikguadura.wordpress.com/>

BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN

PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2014  
PERCUBAAN SIJIL PELAJARAN MALAYSIA

BAHASA INGGERIS

Kertas 1

1 jam 45 minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

**Arahan:**

1. Kertas ini mengandungi dua bahagian: **Bahagian A** dan **Bahagian B**.
2. Jawab kedua-dua bahagian.
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**.

| <i>For Examiner's Use</i> |       |       |
|---------------------------|-------|-------|
| Section                   | Total | Marks |
| A                         | 35    |       |
| B                         | 50    |       |
| TOTAL                     | 85    |       |

Kertas soalan ini mengandungi 3 halaman bercetak.

<http://cikguadura.wordpress.com/>

**Section A: Directed Writing**

[35 marks]

[Time suggested: 45 minutes]

You are the editor of your school magazine. You want to write an article about Khairy bin Azman, a student in your school, who received the Excellent Student Award recently during the Prize Giving Award Ceremony.

Write your article based on the information below.

- Head Prefect
- active in tennis
- hobbies – reading and painting
- understanding
- dedicated
- helpful
- friendly
- top student - scored A+
- school debater
- Best Actor in drama competition
- represented Malaysia in the World Public Speaking Competition

When writing the **article**, you should remember to:

- give a suitable title
- give your name as the writer
- use **all** the information given
- **add two points** of your own

**Note:**

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

<http://cikguadura.wordpress.com/>  
**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 an incident that you will never forget
- 2 Social networking sites have more advantages than disadvantages. Discuss
- 3 My dream occupation
- 4 Write a story beginning with  
“The wind was gentle but chilly...”
- 5 Selfie

**KERTAS SOALAN TAMAT**



BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN

PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2014  
PERCUBAAN SIJIL PELAJARAN MALAYSIA

BAHASA INGGERIS

Kertas 2

2 jam 15 minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

**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.**
3. Jawab **semua** bahagian dalam kertas soalan ini.
4. Soalan-soalan dalam **Bahagian A** mempunyai **empat** pilihan jawapan.  
Jawab setiap soalan dengan menghitamkan ruang yang betul di halaman 19.

**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 19.

| <i>For Examiner's Use</i> |       |       |
|---------------------------|-------|-------|
| Section                   | Total | Marks |
| A                         | 15    |       |
| B                         | 10    |       |
| C                         | 25    |       |
| D                         | 20    |       |
| TOTAL                     | 70    |       |

Kertas soalan ini mengandungi 19 halaman bercetak.

## SECTION A

[15 marks]

[Time suggested: 25 minutes]  
<http://cikguadura.wordpress.com/>



- 1 Any substance with this label is dangerous because
- A it could catch fire
  - B it is poisonous
  - C it is explosive
  - D it is unstable

Malaysia is the best place in Asia for Westerners to retire, according to American magazine International Living.com. The reasons cited for the choice are infrastructure, high speed internet and English is widely spoken.

The magazine places Malaysia as third on the list of the best places in the world to spend retirement, after Panama and Ecuador. Panama is an attractive destination for retirees moving from the United States, as the American dollar is the official currency and English is widely understood, AFP reports.

- 2 According to the passage above, when Western pensioners choose a country for retirement, they consider the
- A climate
  - B currency
  - C location
  - D language spoken



- 3 What would you do if you spill some soup in this kitchen?
- A Fill it
  - B Close it
  - C Wipe it
  - D Share it

**DO YOUR KIDS LACK MOTIVATION IN THEIR STUDIES?**

Come to our free and proven 2 hour Speed Learning programme and let us show how your child can:

- ✓ improve their memory by an incredible 200% in just 40 minutes
- ✓ instantly improve their focus, self-confidence and self-motivation to study
- ✓ easily understand the importance of school, why they should do their homework and why they need to get better grades!

**Call or SMS now: Parent Reservation**

**016-777 9677**

**SUPERCHAMPZ  
ACADEMY**

- 4 After attending the seminar, children will
- A score well in their exam
  - B feel motivated in their studies
  - C improve in their studies slowly
  - D become incredible in 40 minutes

Most smoothies start out healthy. Made from blended fruit and low-fat milk, they help boost your calcium and protein intake. But disproportionately large serving sizes (some more than two cups' worth), combined with added sugar and ice cream make this a high calorie drink. A low-fat banana smoothie only has 200 calories, but if you use whole milk, the calories can hit 500. Ice cream and full-fat yogurt increase the sugar and fat content too. A scoop of ice cream has 140 calories, 9g of fat and 14g of sugar.

5 Which of the following ingredients makes smoothies healthier?

- A Low fat milk
- B Whole milk
- C Ice cream
- D Yoghurt

Lily : Why did you start talking to Jack about politics? That is one thing you'll never get him to change his mind about.

Robin : It just came up, but yes, now I know better not to discuss about it in the future.

Lily : You can argue with him **till the cows come home**, but he will never agree.

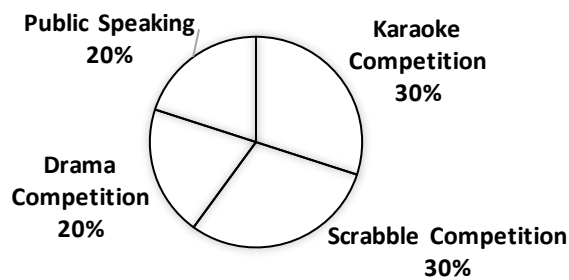
6 From the dialogue above, the expression '**till the cows come home**' can best be replaced with

- A continuously
- B for a long time
- C to change his mind
- D talking about politics

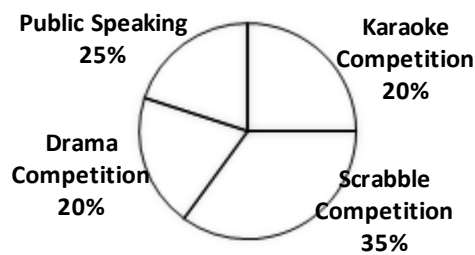
During the English Language Week of SMS Canfield, many students were involved in the language activities. 25% of them took part in giving their opinions at the Speaker's Corner, 35% showed their talent in a singing competition and equal percentage of the remaining students were involved in word and acting competitions.

7 Which of the following pie charts best represents the activities carried out during English Language Week?

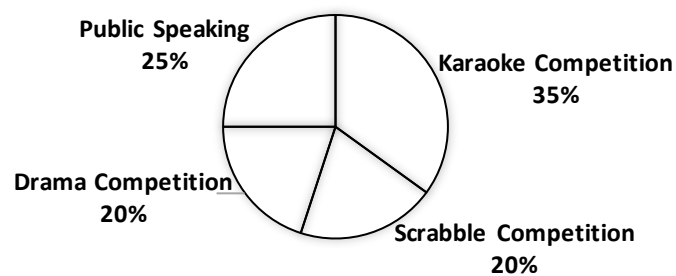
**A**



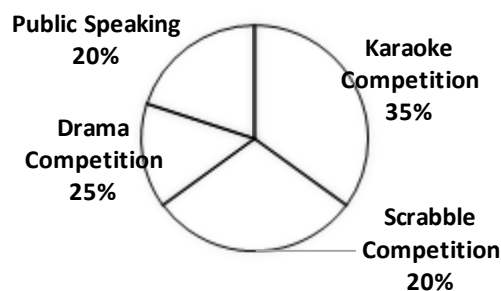
**B**



**C**



**D**







- 8 Based on the cartoon, when you go shopping,
- A let your husband pay.
  - B you must pay by cash.
  - C bring your husband along.
  - D do not leave your credit cards at home.

**Questions 9-15** are based on the following passage. Choose the best answer to fill in each blank.

From the Romans to the Renaissance, Tuscany is possibly the greatest source of art in the world, \_\_\_\_\_ **9** \_\_\_\_\_ extraordinary paintings and sculpture to architectural masterpieces.

Visitors to Tuscany come for many reasons. Many come in search of fine art, others to explore the \_\_\_\_\_ **10** \_\_\_\_\_ countryside. Gourmet and wine enthusiasts come down to Tuscany to enjoy the simple \_\_\_\_\_ **11** \_\_\_\_\_ wonderful cuisine and wine. Walkers enjoy the mountain paths, cyclists the rolling hills, summer \_\_\_\_\_ **12** \_\_\_\_\_ the sea coast and islands. Students come to learn the beautiful Italian language and culture.

There is a lot to see and do in Tuscany, the difficulty is really \_\_\_\_\_ **13** \_\_\_\_\_ to start. Certainly most people would start with Florence, \_\_\_\_\_ **14** \_\_\_\_\_ continue on to Siena and Pisa. The charms of *città di arte*, cities of art, \_\_\_\_\_ **15** \_\_\_\_\_ irresistible: Arezzo, Cortona, San Gimignano and Lucca are all striking. The more you come to know the region, the more extraordinary Tuscany appears.

- |          |                                      |           |                                      |
|----------|--------------------------------------|-----------|--------------------------------------|
| <b>9</b> | A on<br>B off<br>C from<br>D such as | <b>13</b> | A where<br>B when<br>C what<br>D how |
|----------|--------------------------------------|-----------|--------------------------------------|

- |           |  |           |                                   |
|-----------|--|-----------|-----------------------------------|
| <b>10</b> | A sombre<br>B magical<br>C dazzling<br>D extraordinary | <b>14</b> | A so<br>B but<br>C than<br>D then |
|-----------|--|-----------|-----------------------------------|

- |           |                                     |           |                                  |
|-----------|-------------------------------------|-----------|----------------------------------|
| <b>11</b> | A or<br>B yet<br>C with<br>D either | <b>15</b> | A is<br>B was<br>C are<br>D were |
|-----------|-------------------------------------|-----------|----------------------------------|

- |           |  |
|-----------|--|
| <b>12</b> | A vacation<br>B vacationers<br>C vacationing<br>D vacationed |
|-----------|--|

**Section B**

[10 marks]

[Time suggested : 25 minutes]  
<http://cikguadura.wordpress.com/>

**Questions 16 – 25**

Read the following article and answer the questions that follow.

**COCONUT**

Coconut (*Cocos nucifera*) is grown in abundance in Malaysia and Southern Asia. Classified as a fruit, the coconut is actually a one-seeded drupe. All parts of the coconut can be used such as the water, milk, flesh and oil. A variety of coconut-derived ingredients from coconut oil to coconut milk are increasingly being used in kitchens, beauty products and for health.

Coconut oil is considered as the best and safest oil to use for cooking as it does not form polymerized oils or dangerous trans-fatty acids in our bodies, which can raise our cholesterol level and clog our arteries. It also makes a superb topical oil that can help to naturally rid the skin of dangerous toxins.

Coconut water is naturally refreshing. It is completely pure and sterile. In Malaysia, coconut water is administered to patients with measles as it is believed to be a cooling agent. Additionally, entrepreneurs have now commercialised coconut water. The water is now dubbed "Mother Nature's sports drink" by marketers. It has the highest concentration of electrolytes that makes it an excellent source of hydration.

Coconut cream arises from coconut milk. Creams derived from the coconut can actually replenish the skin. The skin is moisturised, giving it a more youthful look and healthy glow. Beauty products such as a makeup remover, facial cleanser and skin moisturiser are getting more popular among women.



**Questions 16 – 25**

Based on the article given, complete the following table.

| <b>COCONUT</b>              |   |   |   |
|-----------------------------|---|---|---|
| Planted in: <b>16</b> _____ |   |   |   |
| <b>By products</b>          | Coconut Oil   | Coconut Water   | <b>17</b> _____                                       |
| <b>Benefits</b>             | It does not form:<br><ul style="list-style-type: none"> <li>• polymerized oils</li> </ul> <b>18</b> _____ | <ul style="list-style-type: none"> <li>• source of hydration</li> </ul> <b>20</b> _____ | <b>22</b> _____                                       |
| <b>Used as</b>              | <b>19</b> _____<br><ul style="list-style-type: none"> <li>• topical oil</li> </ul>                        | <b>21</b> _____   | <b>23</b> _____<br><b>24</b> _____<br><b>25</b> _____ |

[10 marks]

**Section C**

[25 marks]  
<http://cikguadura.wordpress.com/>  
[Time suggested : 50 minutes]

Questions 26 – 31 are based on the following passage.

- 1 Nike is one of the best known brands today. The brand is so well known that the company routinely runs ads without mentioning the name. In fact, it is not surprising to find that most of the Nike products carry no brand identification other than the ‘swoosh’. This is the power of marketing skills. That is why, no matter what your sport, chances are one of your favourite athletes wears the Nike ‘swoosh’. **5**
- 2 However, Nike knows that good marketing is more than promotional hype and promises – it means consistently delivering real value to customers. Nike’s first success resulted from superior quality running and basketball shoes especially made for serious athletes who were frustrated by the lack of innovation in athletic equipment. Until now, Nike leads the sports world for its innovation in product development. **10**
- 3 “Just do it!” This slogan rocketed Nike sky-high in popularity and trust and this led it to become a way of life. When one laces up a Nike gear, in a small way, one is linked to all that Nike represents through popular sports apparel figures such as Tiger Woods, Lionel Messi and Arjen Robben. They are best known for their competitive yet cool characteristics, which are closely matched with the brand thus relating to the syllogism “Nike is athletes, athletes are sports and therefore Nike is Sports”. This is what Nike marketers want its customers to know. They want to build relationships between Nike, its athletes and its customers. **15**
- 4 A recent slump in sales and earning, which coincided with the global economic crisis, did not stop Nike from brashly predicting a healthy sales growth for the next five years. To meet this ambitious goal, Nike is moving aggressively into new product categories, sports and regions of the world. Nike’s sports apparel explosive business indicates Nike’s success. Encouraged, Nike is now slapping its familiar “Swoosh” logo on everything from sunglasses to soccer balls. **20**
- 5 To chart glory for itself, Nike is now trying to break into the world’s most popular sport – soccer. According to research, world soccer is a multibillion-dollar market. However, Nike has only managed to capture 3% of this market. Therefore, Nike has made it a top priority to be the world’s number one supplier of soccer footwear, apparel and equipment. To do so, Nike is looking towards World Cup 2014 to be the platform to launch its strategies to achieve this goal. **25**
- 6 Elbowing its way to the top will not be easy, as Adidas has made a niche in the soccer world. Nike will have to work overtime to overthrow Adidas, which has dominated the soccer world for the past fifty years. Nike has embarked on fierce marketing strategies. Nike’s open wallet spending has dazzled the soccer world and its vast resources are rapidly changing the economics of the game. **30**

7 Despite splashing multimillion dollars on sponsoring soccer games, Nike is not guaranteed an overwhelming success in the future. In fact, some Nike watchers fear that Nike’s global expansion will result in the loss of focus and over exposure of the Nike brand. Teenagers thrive to be different and therefore ‘over swooshing’ will lead to the brand becoming uncool, too common to be a statement. **40**

(Adapted from *The Star*, 2008)

26 (a) From paragraph 1, how do we know that the Nike brand is well known?  
..... [1 mark]

(b) From paragraph 2, why were the serious athletes frustrated?  
..... [1 mark]

27 From paragraph 3,

(a) what made Nike become a way of life?  
..... [1 mark]

(b) what do Nike marketers want their customers to know?  
..... [1 mark]

28 (a) From paragraph 4, which word has the same meaning as ‘downfall’?  
..... [1 mark]

(b) From paragraph 6, why has Nike embarked on fierce marketing strategies?  
..... [1 mark]

29 From paragraph 7, what fears do Nike watchers have?

i. ....[1 mark]

ii. ....[1 mark]

30 In your own words, why do you think the author predicts that over swooshing could lead the Nike brand to become uncool?  
.....  
.....[2 marks]







**Section D**

[20 marks]

[Time suggested: 35 minutes]

<http://cikguadura.wordpress.com/>**32** 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) Quote the line from the poem that shows the flautist is talented.

..... [1 mark]

(b) Which **word** in stanza 2 means abandoned?

..... [1 mark]

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

..... [1 mark]

(d) Using your own examples, state two social problems that concern society today.

Problem 1: ..... [1 mark]

Problem 2: ..... [1 mark]







## 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 :



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



**KEMENTERIAN  
PENDIDIKAN  
MALAYSIA**

<http://cikguadura.wordpress.com/>

**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH  
DAN SEKOLAH KECEMERLANGAN**

---

**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2014  
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

---

---

**PERATURAN PERMARKAHAN**

**BAHASA INGGERIS**

**1119/1 & 1119/2**

**KERTAS 1 DAN KERTAS 2**

---

---

**SECTION A : DIRECTED WRITING**<http://cikguadura.wordpress.com/>**MARK SCHEME FOR Question 1**

This question is assessed as follows:

**1. ALLOCATION OF MARKS:**

|              |                 |
|--------------|-----------------|
| FORMAT       | 2 marks         |
| CONTENT      | 13 marks        |
| LANGUAGE     | 20 marks        |
| <b>Total</b> | <b>35 marks</b> |

**2. FORMAT AND CONTENT MARKS – 15 marks**

| FORMAT   |   | MARKS     |
|--|---|-----------|
| F1 = Title   |   | 1         |
| F2 = Written by/ by/Prepared by/accept name only   |   | 1         |
| Sub-total  |   | 2         |
| <b>(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)</b> |   |           |
| C1   | Head Prefect  | 1         |
| C2   | active in tennis  | 1         |
| C3   | hobbies – reading and painting                                | 1         |
| C4   | understanding   | 1         |
| C5   | dedicated   | 1         |
| C6   | helpful   | 1         |
| C7   | friendly  | 1         |
| C8   | top student - scored A+                                       | 1         |
| C9   | school debater  | 1         |
| C10  | Best Actor in drama competition                               | 1         |
| C11  | represented Malaysia in the World Public Speaking Competition | 1         |
| C12  | additional point 1  | 1         |
| C13  | additional point 2  | 1         |
| Sub-total  |   | 13        |
| <b>Grand Total</b>   |   | <b>15</b> |



### 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 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

| MARK RANGE   | DESCRIPTION OF CRITERIA   |
|--------------|---|
| A<br>19 - 20 | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>entirely accurate</b> apart from the very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is <b>varied</b> and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> shows some sophistication and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> have unity and are well linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance</li> <li>• The <b>tone</b> is appropriate for an article.</li> </ul>   |
| B<br>16 - 18 | <ul style="list-style-type: none"> <li>• The <b>language</b> is almost always <b>accurate</b>; occasional errors are either minor or first draft slips.</li> <li>• <b>Sentences</b> show some <b>variation</b> of length and type, including some complex sentences.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>• <b>Punctuation</b> is almost always accurate and generally helpful to the reader.</li> <li>• <b>Spelling</b> is nearly always accurate.</li> <li>• <b>Paragraphs</b> show some evidence of planning, having unity and are linked appropriately linked.</li> <li>• The <b>tone</b> is appropriate for an article.</li> </ul>   |
| C<br>13 - 15 | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>largely accurate</b> to communicate meaning clearly to the reader.</li> <li>• <b>Simple structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>• <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance</li> <li>• The <b>tone</b> is appropriate for an article.</li> </ul> |

| MARK RANGE                     | DESCRIPTION OF CRITERIA  |
|--------------------------------|--|
| <p><b>D</b><br/>10 - 12</p>    | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>sufficiently accurate</b></li> <li>• There will be <b>patches of clarity</b> especially when <b>simple structures</b> are used (throughout the piece of writing).</li> <li>• Mistakes will occur when complex sentence structures are used.</li> <li>• There may be some variety of sentence length and type but this may not enhance the meaning or arouse interest.</li> <li>• <b>Vocabulary</b> is <b>adequate</b> but may lack precision.</li> <li>• <b>Punctuation</b> is generally correct but it does not enhance or clarify meaning.</li> <li>• Sentence separation errors may occur.</li> <li>• Simple words are spelt accurately; errors may occur with unfamiliar words.</li> <li>• <b>Paragraphs</b> may show some unity in topic.</li> <li>• Lapses in slang or informal language may occur consistently.</li> </ul> |
| <p><b>E</b><br/>7 - 9</p>      | <ul style="list-style-type: none"> <li>• <b>Meaning never in doubt</b>, but <b>single word errors are sufficiently frequent</b> and serious to <b>hamper speed</b> of reading.</li> <li>• Some <b>simple structures will be accurate</b> but accuracy is not sustained for long.</li> <li>• <b>Vocabulary is limited</b> – too simple to convey meaning or imperfectly understood.</li> <li>• Simple words will usually be spelt accurately but mistakes occur with more difficult words.</li> <li>• Paragraphs lack unity and links are incorrectly used.</li> <li>• Errors occur in sentence separation and punctuation.</li> </ul>  |
| <p><b>U(i)</b><br/>4 – 6</p>   | <ul style="list-style-type: none"> <li>• <b>Meaning is fairly clear</b></li> <li>• Correction of ‘single word’ errors may produce a fairly accurate English.</li> <li>• <b>High incidence of errors impedes reading.</b></li> <li>• <b>Few simple sentence structures</b> are used accurately.</li> <li>• <b>Vocabulary is limited</b> – may not extend beyond a simple range of words; inadequate to express intended shades of meaning.</li> <li>• Punctuation is sometimes correct but sentence separation errors may occur.</li> <li>• Paragraphs show lack of planning.</li> <li>• Frequent spelling errors occur.</li> <li>• <b>May not show understanding of the detailed requirements of the task.</b></li> </ul>  |
| <p><b>U(ii)</b><br/>2 – 3</p>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Whole sections of the article may make <b>little or no sense</b>.</li> <li>• Unlikely to have more than one or two accurate sentences.</li> <li>• Content is comprehensible but tone and style is hidden by the high density of errors.</li> </ul>   |
| <p><b>U(iii)</b><br/>0 – 1</p> | <ul style="list-style-type: none"> <li>• Almost entirely impossible to recognize as pieces of English.</li> <li>• Whole sections of article may make <b>no sense at all</b> or is copied from the task.</li> <li>• Award ‘1’ mark if some sense is obtained.</li> <li>• The mark ‘0’ should only be awarded if the article makes no sense at all.</li> </ul>   |

**SECTION B : Continuous Writing**

<http://cikguadura.wordpress.com/>

**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**

| MARK RANGE                 | DESCRIPTION OF CRITERIA  |
|----------------------------|--|
| <b>A</b><br><b>44 - 50</b> | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>entirely accurate</b> apart from the very occasional first draft slips.</li> <li>• <b>Sentence structure</b> is <b>varied</b> and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li>• <b>Vocabulary</b> shows some sophistication and is used with precision.</li> <li>• <b>Punctuation</b> is accurate and helpful to the reader.</li> <li>• <b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li>• <b>Paragraphs</b> have unity and are well linked.</li> <li>• The <b>topic</b> is addressed with consistent relevance</li> <li>• The interest of the reader is aroused and sustained throughout the writing.</li> </ul>   |
| <b>B</b><br><b>38 - 43</b> | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>accurate</b>; occasional errors are either minor or first draft slips.</li> <li>• <b>Sentences</b> show some <b>variation</b> and of length and type, including some complex sentences.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li>• <b>Punctuation</b> is almost always accurate and generally helpful to the reader.</li> <li>• <b>Spelling</b> is nearly always accurate.</li> <li>• <b>Paragraphs</b> show some evidence of planning, having unity and are appropriately linked.</li> <li>• The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the writing.</li> </ul> |

| MARK RANGE  | DESCRIPTION OF CRITERIA  |
|---|--|
| <p style="text-align: center;"><b>C</b><br/>32 - 37</p> | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>largely accurate</b>.</li> <li>• <b>Simple structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>• Sentences show <b>some variety of length and structure</b> although there is a tendency to repeat some sentence types, giving it a <b>monotonous effect</b>.</li> <li>• <b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li>• <b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>• <b>Spelling</b> of simple words may be accurate but errors occur when more sophisticated words are used.</li> <li>• <b>Paragraphs</b> may show some unity although some links may not be present or inappropriate.</li> <li>• The <b>writing is relevant</b> but may lack originality and planning. <b>Topic</b> is addressed with consistent relevance</li> <li>• Some interest is aroused but not sustained.</li> </ul> |
| <p style="text-align: center;"><b>D</b><br/>26 - 31</p> | <ul style="list-style-type: none"> <li>• The <b>language</b> is <b>sufficiently accurate</b></li> <li>• There will be <b>patches of clarity</b> especially when <b>simple vocabulary and structures</b> are used.</li> <li>• There may be some variety of sentence length and type but purpose is not seen clearly.</li> <li>• <b>Vocabulary</b> is adequate to show intended meaning but is not developed to show precision.</li> <li>• <b>Punctuation</b> is generally correct but it does not clarify meaning.</li> <li>• Simple words are spelt accurately, but more errors will occur.</li> <li>• <b>Paragraphs</b> used but show lack of planning or unity.</li> <li>• The topic is addressed with some relevance but it may be lacking in liveliness and interest.</li> </ul>   |
| <p style="text-align: center;"><b>E</b><br/>20 - 25</p> | <ul style="list-style-type: none"> <li>• <b>Meaning never in doubt</b>, but errors <b>are sufficiently frequent</b> and serious to <b>hamper</b> reading.</li> <li>• Some <b>simple structures may be accurate</b> but accuracy is not sustained for long.</li> <li>• <b>Vocabulary is limited</b> – too simple to convey precise meaning or more ambitious but imperfectly understood</li> <li>• Simple words will usually be spelt accurately but frequent mistakes make reading the script difficult.</li> <li>• <b>Paragraphs</b> lack unity and are poorly organised.</li> <li>• Writing shows some relevance to the topic but only <b>partial treatment</b> is given.</li> <li>• High incidence of errors - distracts reader from merits of content of the piece of writing.</li> </ul>  |

| MARK RANGE                             | DESCRIPTION OF CRITERIA  |
|--|--|
| <p><b>U (i)</b><br/><b>14 - 19</b></p> | <ul style="list-style-type: none"> <li>• <b>Meaning is fairly clear</b></li> <li>• <b>High incidence of errors impede reading.</b></li> <li>• Many <b>serious errors</b> of various kinds throughout the script (single word)</li> <li>• Very <b>few accurate sentences</b> – sentences are simple and often repetitive.</li> <li>• Frequent errors cause <b>blurring</b>.</li> <li>• <b>Punctuation</b> is sometimes correct but sentence separation errors may occur.</li> <li>• <b>Paragraphs</b> lack unity / may not have paragraphs at all.</li> </ul> |
| <p><b>U(ii)</b><br/><b>8 - 13</b></p>  | <ul style="list-style-type: none"> <li>• Sense will usually decipherable, but some of the <b>errors will be multiple</b>, requiring the reader to read and re-read before the meaning becomes clear.</li> <li>• Only a few accurate simple sentences.</li> <li>• Content of writing is comprehensible but meaning is blur due to high incidence of errors.</li> <li>• Scripts may be also far short of the required number of words.</li> </ul>  |
| <p><b>U(iii)</b><br/><b>0 – 7</b></p>  | <ul style="list-style-type: none"> <li>• Almost entirely impossible to read.</li> <li>• Whole sections make little or no sense at all.</li> <li>• Award marks if some sense is obtained.</li> <li>• The mark ‘0’ should only be awarded if the article makes no sense at all.</li> </ul>   |

**MARK SCHEME : PAPER 2 1119/2**<http://cikguadura.wordpress.com/>**SECTION A**

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

**SECTION B : INFORMATION TRANSFER**

- 16 Malaysia /Southern Asia /Malaysia and Southern Asia
  - 17 Coconut Cream
  - 18 trans-fatty acids
  - 19 cooking oil
  - 20 cooling agent
  - 21 sports drink
  - 22 replenish the skin
  - 23 makeup remover
  - 24 facial cleanser
  - 25 skin moisturiser
- } interchangeable

**SECTION C : READING COMPREHENSION**<http://cikguadura.wordpress.com/>

| QUESTION |      | ANSWER   | LINES LIFTED | MARK        |
|----------|------|--|--------------|-------------|
| 26       | (a)  | The company routinely runs ads without mentioning the name   | Line 1-2     | 1 mark      |
|          | (b)  | (they were frustrated by the) lack of innovation in athletic equipment   | Line 10-11   | 1 mark      |
| 27       | (a)  | The slogan/ Nike's popularity and trust /The slogan that rocketed Nike's popularity and trust  | Line 13-14   | 1 mark      |
|          | (b)  | The syllogism "Nike is athletes, athletes are sports and therefore Nike is sports"   | Line 18-19   | 1 mark      |
| 28       | (a)  | slump  |              | 1 mark      |
|          | (b)  | to overthrow Adidas  | Line 35      | 1 mark      |
| 29       | (i)  | the loss of focus  | Lines 40-42  | 1 mark      |
|          | (ii) | over exposure of the (Nike) brand interchangeable  |              | 1 mark      |
| 30       |      | Example:<br>Too many products by Nike will make it become too common/ ordinary/ not exclusive/lose its identity<br><i>Allow any other possible answers</i> |              | 0 / 2 marks |

**SECTION C : SUMMARY**

Content : 10 marks

Language : 5 marks**TOTAL : 15 marks****Note : Award 1 mark for each content point to a maximum of 10 marks**

| <b>Nike's marketing strategies</b> |  | <b>Lifting of lines</b>                     |
|------------------------------------|--|---|
| C1                                 | consistently delivering real value                     | 7-8 ( Nike knows ..... customers)           |
| C2                                 | innovation in (product) development                    | 11-12( Nike leads ..... development)        |
| C3                                 | (sky) high in popularity and trust                     | 13 – 14 ( This slogan ..... way of life)    |
| C4                                 | represented through popular figures                    | 14-15 (When one ..... apparel figures)      |
| C5                                 | known for competitive                                  | 16-17 (They are ....characteristics)        |
| C6                                 | yet cool characteristics                               |   |
| C7                                 | want to build relationship with athletes and customers | 20-21 ( They want ..... customers)          |
| <b>Nike's ambition</b>             |  |   |
| C8                                 | moving (aggressively) into new product categories      | 24-25 (Nike is moving ..... world)          |
| C9                                 | sports apparel explosive business                      | 25-26 (Nike's sports ..... success)         |
| C10                                | indicates Nike's success                               |   |
| C11                                | slapping its (familiar) logo on everything             | 26-27 ( Nike is now .... soccer balls)      |
| C12                                | trying to break into soccer                            | 28-29 ( Nike is now ..... soccer)           |
| C13                                | (top) priority to be (world's) number 1 supplier       | 31-32 (Nike has made .....equipment)        |
| C14                                | work (overtime) to overthrow Adidas                    | 35-36 (Nike will have .....fifty years)     |
| C15                                | embarked on fierce marketing strategies                | 36-37 ( Nike has embarked ..... strategies) |



**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

$$9 \div 2 = 4.5 = \underline{5 \text{ marks}}$$

**BAND DESCRIPTORS FOR SUMMARY**

| MARK | PARAPHRASE (RP)  | MARK | USE OF ENGLISH (UE)  |
|------|--|------|--|
| 5    | <ul style="list-style-type: none"> <li>• There is a <b>sustained attempt to re-phrase the text language</b>.</li> <li>• <b>Expression is secure</b>.</li> <li>• Allow phrases from the text, which are difficult to substitute.</li> </ul>   | 5    | <ul style="list-style-type: none"> <li>• Apart from very occasional slips, the <b>language is accurate</b>.</li> <li>• Any <b>occasional errors</b> are either <b>first draft slips</b> or <b>minor errors</b>.</li> <li>• <b>Sentence structure is varied</b> and there is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>• <b>Punctuation is accurate</b> and helpful to the reader.</li> <li>• <b>Spelling is secure</b> across the full range of vocabulary used.</li> </ul>   |
| 4    | <ul style="list-style-type: none"> <li>• There is a <b>noticeable attempt to re-phrase the text</b>.</li> <li>• The summary is <b>free from</b> stretches of <b>concentrated lifting</b>.</li> <li>• Expression is generally sound.</li> </ul>   | 4    | <ul style="list-style-type: none"> <li>• The <b>language is almost always accurate</b>.</li> <li>• <b>Serious errors</b> will be <b>isolated</b> as to be almost unnoticeable.</li> <li>• <b>Sentences will show some variation including original syntax</b> outside text structures.</li> <li>• <b>Punctuation is accurate</b> and generally helpful.</li> <li>• <b>Spelling is nearly always secure</b>.</li> </ul>   |
| 3    | <ul style="list-style-type: none"> <li>• Intelligent and selective lifting, i.e. when groups of words are combined with own words.</li> <li>• <b>Limited attempt to re-phrase the text</b>.</li> <li>• Expression may <b>not always be secure</b> but the attempt to substitute will gain credit.</li> </ul>   | 3    | <ul style="list-style-type: none"> <li>• The language is <b>largely accurate</b>.</li> <li>• <b>Simple structures</b> tend to <b>dominate</b>.</li> <li>• <b>Serious errors</b> are <b>not frequent</b>, although they are noticeable.</li> <li>• <b>Where sentences show some variety and complexity</b>, they will <b>generally be lifted from the text</b>.</li> <li>• Serious errors may occur when more sophisticated structures are attempted.</li> <li>• <b>Punctuation is largely accurate</b>.</li> <li>• <b>Spelling is mostly secure</b>.</li> <li>• Errors may occur in the use of original or ambitious vocabulary</li> </ul> |
| MARK | PARAPHRASE (RP)  | MARK | USE OF ENGLISH (UE)  |
| 2    | <ul style="list-style-type: none"> <li>• <b>Wholesale copying of text material</b>, i.e. in chunks not a complete script of the original.</li> <li>• Attempts to substitute <b>own language</b> will be <b>limited to single word</b> expression.</li> <li>• <b>Irrelevant sections</b> of the text <b>will be more frequent</b> at this and subsequent levels.</li> </ul> | 2    | <ul style="list-style-type: none"> <li>• Meaning not in doubt, but <b>serious errors</b> are becoming <b>more frequent</b>.</li> <li>• Simple structures will be accurate, although this <b>accuracy is not sustained for long</b>.</li> <li>• <b>Simple punctuation</b> will usually be <b>correct</b>, with occasional errors of sentence separation.</li> <li>• <b>Spelling is largely accurate</b>, but mistakes will occur in handling the more difficult words.</li> <li>• <b>Irrelevant or distorted detail will destroy the sequence in places</b>.</li> </ul>   |
| 1    | <ul style="list-style-type: none"> <li>• More or less a complete <b>transcript of the text</b>.</li> <li>• This means sentence after sentence copied without a clear break.</li> <li>• Originality barely noticeable.</li> <li>• There will also be random transcription of irrelevant sections of the text.</li> </ul>  | 0-1  | <ul style="list-style-type: none"> <li>• <b>Heavy frequency of serious errors, impeding the reading</b> in many places.</li> <li>• <b>Fractured syntax</b> is much more <b>pronounced</b> at this level, and <b>punctuation falters</b>.</li> <li>• <b>Errors of sentence separation</b> are liable to be <b>frequent</b>.</li> </ul>  |

**SECTION D : LITERATURE COMPONENT****QUESTION 32**

- a) composed by his fingers 1 mark
- b) deserted (*spelling is mandatory*) 1 mark
- c) Sad/ miserable/upset/unhappy 1 mark
- *Accept any other possible answer*
- d) Example: child abuse, abandoned babies, homelessness, 1 mark  
child kidnapping, drug addiction 1 mark
- *Idea of social problem is mandatory*
  - *Accept any other possible answer.*

**QUESTION 33: NOVEL**

<http://cikguadura.wordpress.com/>

Marks awarded are as follows:

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**.

| MARKING FOR CONTENT |   | MARKING FOR LANGUAGE |   |
|---------------------|---|----------------------|---|
| Score               | Band Descriptors  | Mark                 | Use of Language   |
| <b>10 - 9</b>       | <ul style="list-style-type: none"> <li>• an always relevant response to the task</li> <li>• almost always provide textual evidence (detailed and well developed)</li> <li>• maintains a consistent and convincing point of view</li> <li>• candidates can tie the quality of the character with evidence mentioned</li> </ul> | <b>5</b>             | <ul style="list-style-type: none"> <li>• accurate</li> <li>• very well-organised</li> <li>• easily understood</li> </ul>  |
| <b>8-7</b>          | <ul style="list-style-type: none"> <li>• a relevant response to the task</li> <li>• usually provides textual evidence</li> <li>• maintains a consistent point of view</li> <li>• doesn't convince ( argument not as developed as 9/10 but with some development)</li> <li>• more towards narration</li> </ul>                 | <b>4</b>             | <ul style="list-style-type: none"> <li>• largely accurate</li> <li>• well-organised</li> <li>• easily understood</li> </ul>   |
| <b>6-5</b>          | <ul style="list-style-type: none"> <li>• an <b>intermittently</b> relevant response to the task</li> <li>• provides little textual evidence</li> <li>• point of view consistent in parts</li> </ul>   | <b>3</b>             | <ul style="list-style-type: none"> <li>• frequent errors but meaning not in doubt</li> <li>• fairly organised</li> <li>• can be understood</li> </ul>               |
| <b>4-3</b>          | <ul style="list-style-type: none"> <li>• a response of very <b>little relevance</b> to the task</li> <li>• hardly any textual evidence</li> <li>• point of view difficult to establish</li> </ul>   | <b>2</b>             | <ul style="list-style-type: none"> <li>• some blurring in meaning</li> <li>• poorly organised</li> <li>• generally difficult to understand</li> </ul>               |
| <b>2-1</b>          | <ul style="list-style-type: none"> <li>• show barely any understanding of the requirement(s) of the task</li> <li>• point of view not establish</li> </ul>  | <b>1</b>             | <ul style="list-style-type: none"> <li>• makes little or no sense at all/hard to follow</li> <li>• lacks organisation</li> <li>• difficult to understand</li> </ul> |

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