PEPERIKSAAN PRASPM
SEKOLAH-SEKOLAH MENENGAH
2013

BAHASA INGGERIS
Kertas 1

Satu jam empat puluh lima minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan:
1. Kertas soalan ini mengandungi dua bahagian: Bahagian A dan Bahagian B
3. Jawapan anda hendaklah ditulis dalam kertas kajang.

Instructions:
1. This question paper consists of two sections: Section A and Section B.
2. Answer both sections.
3. Your answer must be written on the answer sheets.
Section A : Directed Writing

( 35 marks )

[Time suggested : 45 minutes]

You are the class monitor. Each class monitor has been asked to discuss with their classmates on how to improve the condition of the school so that students will feel more comfortable. Then write a report containing the suggestions. Your class has come out with the following suggestions for the report.

<table>
<thead>
<tr>
<th>School compound</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- plant more trees for shade</td>
</tr>
<tr>
<td>--- benches under trees</td>
</tr>
<tr>
<td>--- provide more rubbish bins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- more varieties of reading material (both local and foreign)</td>
</tr>
<tr>
<td>--- replace the squeaky chairs</td>
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<tr>
<td>--- books vandalized</td>
</tr>
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<td>--- put shoe racks outside the library</td>
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<td>--- appoint more librarians</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Canteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- more wash basins</td>
</tr>
<tr>
<td>--- have two recesses instead of one</td>
</tr>
<tr>
<td>--- add more fans</td>
</tr>
<tr>
<td>--- add more dustbins</td>
</tr>
</tbody>
</table>

When writing your class’s report, you must:

- address it to your principal
- give your name as the writer
- include all the points given

Note: For your report, you will receive up to 15 marks for the format and content points and up to 20 marks for the quality of your writing.
Section B : Continuous Writing

( 50 marks )

[Time suggested : One hour]

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

1. Describe an experience you will never forget.

2. “Boys should learn how to cook.” Do you agree?

3. Ways to reduce bullying in schools.

4. Write a story ending with:

   “……..He was very pleased with himself.”

5. Books
Instructions:

1. This question paper consists of four sections: Section A, Section B, Section C and Section D.
2. Answer all sections in this question paper.
3. Questions in Section A have four options.
Section A

[15 marks]

(Time suggested: 25 minutes)

Please offer this seat to the disabled, pregnant women or the elderly.

1. According to the sign,
   A. anyone can sit here.
   B. nobody should sit here.
   C. the seats are reserved for certain people.
   D. the seats are not meant to be used at all.

PARIS: A ban on smoking in France’s cafes and restaurants went into effect at the start of the New Year yesterday, with the health minister pledging clean air for all to enjoy with fine food.

But smokers were under no immediate pressure to stub out immediately at the stroke of midnight after the government said it would not send police out to enforce the ban during New Year’s celebrations.

“If some want to wait until 2 Jan, we will be tolerant”, Health Minister Roselyne Bachelot said.

France joined Britain, Ireland and other European countries that have outlawed smoking when a ban in force since February in workplaces and other public areas was extended to cafes, restaurants and nightclubs.

2. Which statement accurately describes the situation in the report?
   A. France wants clean air for patrons of cafes and restaurants.
   B. France has banned smoking in cafes and restaurants but hasn’t enforced it.
   C. France will ban smoking in cafes, restaurants and bars beginning 1 January.
   D. All European nations will support France in its efforts to ban smoking in public areas.
3. Based on the interview above, Pak Abu became a wedding planner because...
   A. He had experience as a banker.
   B. He liked dealing with wedding arrangements.
   C. He helped his friends with their weddings.
   D. He saw it as a business that was recession proof.

Malaria is a curable infection caused by a parasite which is transmitted only by the *Anopheles* mosquito from person to person.

The malaria parasite or *Plasmodium* is first injected into the bloodstream of a healthy person by an infected mosquito. It enters the liver cells where it multiplies before re-entering the bloodstream. It then enters the red blood cells burst open.

Clinical symptoms of malaria include high fever followed by chills. There is also anaemia, low blood sugar and acute kidney failure in very serious cases.

4. All the following are true of malaria except…
   A. malaria is caused by the *Anopheles* mosquito.
   B. the malaria parasite first multiplies in the liver cells.
   C. high fevers and chills are clinical symptoms of malaria.
   D. anaemia and acute kidney failure occur only in severe cases.
<table>
<thead>
<tr>
<th>Cost of living</th>
<th>2008</th>
<th>2010</th>
<th>Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting salary</td>
<td>1,100</td>
<td>2,165</td>
<td>96.8</td>
</tr>
<tr>
<td>Consumer price index</td>
<td>100</td>
<td>177.80</td>
<td>77.8</td>
</tr>
<tr>
<td>Double-storey house</td>
<td>130,000</td>
<td>300,000</td>
<td>130.8</td>
</tr>
<tr>
<td>Petrol costs</td>
<td>1.04</td>
<td>2.70</td>
<td>159.6</td>
</tr>
<tr>
<td>Doctors’ fees</td>
<td>25</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

5. Based on the table above, what has gone up the most?
   A. Petrol.
   B. Salary.
   C. Houses.
   D. Doctors’ fees

6. Based on the chart above, which statement is true?
   A. The highest weightage is for food.
   B. The second highest weightage is for transport.
   C. The lowest weightage is for miscellaneous goods and services.
   D. The weightage for housing and utilities is more than that for food.

[Lihat halaman sebelah]
7. From the advertisement, we know that
   A. the duration of the sale is a fortnight.
   B. there will be no discounts on imported goods.
   C. customers will enjoy half price on the types of goods on discount.
   D. the offer is available at all C & D Pharmacy outlets throughout Malaysia.

8. The sign above is normally seen next to
   A. free samples
   B. a bank counter
   C. piles of rubbish
   D. homeless puppies
Questions 9 – 15 are based on the following passage. Choose the best answer to fill in each blank.

Smoking kills. That is the simple message ______________(9) MAKNA (the National Cancer Council).

One of the diseases ______________(10) is closely related to cigarette smoking is lung cancer, and the World Health Organization estimates that 600,000 new cases of this disease arise __________(11). Medical research has shown that smokers face 15 times the risk of contracting lung cancer ______________(12) non-smokers do.

Smokers are also at the risk of ______________(13) respiratory tract cancers, such as throat and mouth cancers. Children ______________(14) mothers smoke stand a greater risk of getting respiratory illnesses such as colds, influenza, bronchitis, asthma and pneumonia.

Smoking is also a major ______________(15) of heart disease. In Malaysia, a quarter of the country’s cases of heart attacks are cigarette related.

9. A. across  
   B. from  
   C. around  
   D. to

10. A. that  
    B. when  
    C. this  
    D. who

11. A. annually  
    B. visibly  
    C. clearly  
    D. obviously

12. A. to  
    B. than  
    C. then  
    D. from

13. A. get  
    B. gets  
    C. getting  
    D. got

14. A. whose  
    B. whom  
    C. who  
    D. what

15. A. reason  
    B. curse  
    C. cause  
    D. problem

[Lihat halaman sebelah]
BOY FALLS AND DROWNS

ULU BENDUL: Mustafa, 12 and Ramlan, 15 had been sent to collect firewood on the other side of Ulu Bendul by their mother. They had to use a narrow footbridge built on stilts to make the crossing. There was no hand support and Mustafa had slipped off the bridge due to the mud leftover from a flood the previous day. He immediately fell into the water where the strong current swept him away. Ramlan seeing his brother struggling in the water, screamed for help before running back home to get help. Their parents ran to the scene of the accident but it was too late. The body was discovered 5 kilometres down the river near Kampung Sawah Liat by Gunasekaran, who had gone to the river at dawn to take a bath. Police inspector incharge, Azmi bin Abdul Aziz, confirmed that the death was by accident.
Headline

Place

Victim

Possible causes of accident:

Actions taken by sibling:

Body discovered:
By:
Location:

Investigating officer:

[10 marks]

[Lihat halaman sebelah]
Question 26-31 are based on the following passage.

Maricel Apatan, 22, stands in the kitchen of the Edsa Shangri-La Hotel in Manila, preparing to decorate a cheesecake. It would seem to be a routine task for a pastry chef, but Maricel is no ordinary chef—she has no hands.

Her disability, however, barely slows her down. Using her wrists, Maricel coats the sides of the cake with crushed nuts. Next, she grips a chef’s knife tightly between her hip and left inner elbow and uses her left wrist to delicately slice grapes, kiwi and strawberries in half. In short order, she arranges the fruit on the cake, adds blueberry filling, and sets an elegant chocolate curl on top.

“When I first saw Maricel, I was worried she might hurt herself when using a chef’s knife but that has never been a problem,” says Sous Chef Ariel Reyes, Maricel’s manager. “She does not get special treatment and works just as hard as the rest of the chefs.”

Maricel has come a long way since the day in September 2000 when she and her uncle were attacked near their farm in a remote area of Zamboanga City, Mindanao. Five machete-wielding men, who were trying to force Maricel’s family off their land, brutally hacked into her uncle, then turned on 11-year-old Maricel. She passed out as she tried to protect herself from the savage blows.

After she came to, Maricel pretended to be dead until she was sure the attackers were gone. As she staggered home, she looked down to see her hands dangling loosely on threads of bloodied flesh. Miraculously, she survived a long, arduous trip to the hospital, but doctors could not save her hands. Her uncle also survived the attack and eventually they testified against two of their attackers, who are serving life sentences.

Despite financial help from catholic Archbishop Ledesma, a distant relative, Maricel struggled to cope with her disability. “I was totally dependent on my mother,” she recalls. She returned to school, but teasing by classmates often left her in tears.

In 2004, Archbishop Ledesma arranged for Maricel to live in the House with No Steps, a Manila rehabilitation and training centre for people with disabilities. She learned how to write and do chores and, more importantly, came to terms with her disability.
“Trusting in God, I became more determined to strive to have a normal life. I believed I had an important mission in life because I survived the attack.”

Maricel eventually graduated from high school and enrolled in a two-year Hotel and Restaurant Management course in Cagayan de Oro City. “I have really enjoyed cooking since I was seven years old.”

Thanks in large part to her parents’ unwavering support, Maricel flourished even though she was the only disabled student in the course. “I wasn’t shy or intimidated to sign up for class competitions like cake decorating.”

When managers at the Edsa Shangri-La Hotel saw Maricel on television, they hired her as part of the hotel’s Care for People project. Fellow Chef Aljamil Borja marvels at Maricel’s skills. “She asks for assistance only if she needs to move a hot kettle or large saucepan from the stove, or open slippery bottle caps,” says Aljamil.

(Adapted from Recipe for Inspiration by Ross Harper Alonso- Reader’s Digest, Feb. 2011)

26) From paragraph 1,
(a) Who is Maricel Apatan?
……………………………………………………………………………………………[1 mark]
(b) How old is Maricel Apatan?
……………………………………………………………………………………………[1 mark]

27) From paragraph 4,
(a) when was she attacked?
……………………………………………………………………………………………[1 mark]
(b) which phrase that has the same meaning as “unconscious”?
……………………………………………………………………………………………[1 mark]

28) From paragraph 5,
(a) What did she do to stay alive?
……………………………………………………………………………………………[1 mark]
(b) What happened to her hands?
……………………………………………………………………………………………[1 mark]

[Lihat halaman sebelah]
29) (a) From paragraph 7, what did she learn at the House with No Steps?
…………………………………………………………………………………………………………………………[1 mark]

(b) From paragraph 10, where does Maricel work now?
…………………………………………………………………………………………………………………………[1 mark]

30) In your opinion, what kind of person is Maricel? Using your own words, give a reason to support your answer.
……………………………………………………………………………………………………………………………[2 marks]

31) Based on the passage given, write a **summary** on:
- How Maricel lost her hands.
- What she did to become a successful chef.

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

Your summary must:
- be in continuous writing form (not in note form)
- use materials from **lines 12- 40**
- not be longer than **130 words, including 10 words** given below

Begin your summary as follows:

*In September 2004, Maricel and her uncle were attacked in...*
[15 marks]

[Lihat halaman sebelah]
Section D

(20 marks)

[Time suggested: 35 minutes]

32) Read the poem below and answer the questions that follow.

He Had Such Quiet Eyes

He had such quiet eyes
She did not realize
They were two pools of lies
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise
    If only she’d been wise
    And had listened to the advise
    Never to compromise
    With pleasure-seeking guys
    She’d be free from “the hows and whys”
Now here’s a bit of advice
Be sure that nice really means nice
Then you’ll never losing at dice
Though you may lose your heart once or twice

Bibsy Soenharjo

(a) Which line in stanza 1 tells you that the persona may have been deceived?

___________________________________________________________ (1 mark)

(b) Why did the persona not realize that she has been deceived?

___________________________________________________________ (1 mark)

(c) Which word in the poem is similar to “pleading”?

___________________________________________________________ (1 mark)

(d) What message do you get from reading the poem?

___________________________________________________________ (2 marks)
33) The following are the novels studied in the literature component in English Language.

- Catch Us If You Can - Catherine MacPhail
- Step By Wicked Step - Anne Fine
- The Curse - Lee Su Ann

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

“Being patient is important in a family”. How is this shown in the novel you have read?
Support your answer with close reference to the text.

[15 marks]
FOR SECTION A

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

EXAMPLE:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
<th>D</th>
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For Examiner's Use

<table>
<thead>
<tr>
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<tr>
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<td>Total</td>
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PEPERIKSAAN PRASPM
SEKOLAH-SEKOLAH MENENGAH
2013

BHABASA INGGERIS
Kertas 1
SKEMA PEMARKAHAN

Negeri Sembilan SPM 2013
http://edu.joshuatly.com/
MARK SCHEME FOR SECTION A: DIRECTED WRITING

QUESTION ONE

This question is assessed as follows:

Allocation of Marks:

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>FORMAT</td>
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<tr>
<td>CONTENT</td>
<td>12 marks</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>20 marks</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35 marks</td>
</tr>
</tbody>
</table>

1. Format and Content Marks:

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 1 = Address to the principal</td>
<td>1</td>
</tr>
<tr>
<td>F 2 = Title</td>
<td>1</td>
</tr>
<tr>
<td>F 3 = Name</td>
<td>1</td>
</tr>
<tr>
<td>Sub-total:</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<p>| C1 | plant more trees for shade | 1 mark |
| C2 | benches under the tree     | 1 mark |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>C3</td>
<td>provide more rubbish bins</td>
<td>1 mark</td>
</tr>
<tr>
<td>C4</td>
<td>more varieties of reading material (both local and foreign)</td>
<td>1 mark</td>
</tr>
<tr>
<td>C5</td>
<td>replace the squeaky chairs</td>
<td>1 mark</td>
</tr>
<tr>
<td>C6</td>
<td>books vandalized</td>
<td>1 mark</td>
</tr>
<tr>
<td>C7</td>
<td>put shoe racks outside the library</td>
<td>1 mark</td>
</tr>
<tr>
<td>C8</td>
<td>appoint more librarians</td>
<td>1 mark</td>
</tr>
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<td>C9</td>
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<td>C10</td>
<td>have two recesses instead of one</td>
<td>1 mark</td>
</tr>
<tr>
<td>C11</td>
<td>add two more fans</td>
<td>1 mark</td>
</tr>
<tr>
<td>C12</td>
<td>add more dustbins</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Sub-total :** 12 marks

**Grand total :** 15 marks
1. CRITERIA FOR MARKING LANGUAGE

a) Marks are awarded for:
   I) accurate language
   II) style and tone appropriate to the task

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
</table>
| A 19-20    | • The language is entirely accurate apart from very occasional first draft slips.  
            • Sentence structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.  
            • Vocabulary is wide and is used in precision.  
            • Punctuation is accurate and helpful to the reader.  
            • Spelling is accurate across the full range of vocabulary used.  
            • Paragraphs are well-planned, have unity and are linked.  
            • The topic is addressed with consistent relevance.  
            • The interest of the reader is aroused and sustained throughout the writing.  
            • The tone is appropriate for a report. |
| B 16-18    | • The language is accurate: occasional errors are either minor or first draft slips.  
            • Vocabulary is wide enough to convey intended shades of meaning with some precision.  
            • Sentences show some variation of length and type, including some complex sentences.  
            • Punctuation is almost always accurate and generally helpful.  
            • Spelling is nearly always accurate.  
            • Paragraphs show some evidence of planning, have unity and are usually appropriately linked.  
            • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained throughout most of the composition.  
            • The composition is written in paragraphs which show some unity and are usually linked appropriately.  
            • The tone is appropriate for a report. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
</table>
| C     | The language is largely accurate.  
             - Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.  
             - Vocabulary is wide enough to convey meaning but may lack precision.  
             - Sentences may show variety of structure and length but there is tendency to use one type of structure, giving it monotonous effect.  
             - Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses.  
             - Simple words may be spelt correctly but errors may occur when more sophisticated words are used.  
             - The composition is written in paragraph which may show unity, although links may be absent.  
             - The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.  
             - The tone is mostly appropriate. |
| D     | The language is sufficiently accurate to communicate meaning clearly.  
             - Patches of clear language, especially simple vocabulary and structures are used.  
             - There is some variety of sentence type and length but purpose is not clearly seen.  
             - Punctuation is correct but does not clarify meaning.  
             - Vocabulary are used adequately.  
             - Simple words are spelt correctly but more spelling errors will occur.  
             - Paragraphs are used but lack planning and unity.  
             - The topic is written with some relevance but lack interest.  
             - Written in paragraphs with some unity in topic.  
             - Lapses in tone may be a feature. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **E 7 – 9** | - Meaning is never in doubt but single word errors are sufficiently frequent and serious to hamper precision.  
- Some simple structures will be accurate but accuracy is not sustained.  
- Has limited vocabulary.  
- Simple words may be spelt correctly but frequent mistakes in spelling punctuation make reading difficult.  
- Paragraphs lack unity. Links are incorrectly used. Errors in punctuation.  
- Inappropriate tone. |
| **U(i) 4-6** | - Meaning is fairly clear but incidence of writing impede the reading.  
- There will be many serious errors of various kinds but mainly of single word type.  
- Have few accurate structures.  
- Sentences will be simple and repetitive.  
- Punctuation will sometimes be used correctly but sentence separation errors may occur.  
- Paragraphs lack unity or there may be no paragraphs at all.  
- There may be frequent spelling errors.  
- The tone is inappropriate for a report. |
| **U(ii) 2 - 3** | - The reader is able to get some sense of meaning but errors are multiple in nature, requiring the reader to read and read before meaning comes clear.  
- Whole sections may make little or no sense. There are unlikely to be more than one or two accurate sentences.  
- The content is comprehensible but its tone is hidden by density of errors. |
| **U(iii) 0 - 1** | - Scripts in this category are mostly entirely impossible to read.  
- Whole sections of the report may make no sense at all or are copied from the task.  
- Award ‘1’ mark if some sense can be obtained.  
- The mark ‘0’ should only be awarded if the report makes no sense at all from beginning to end. |
## MARKING SCHEME FOR SECTION B : CONTINUOUS WRITING

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description of Criteria</th>
</tr>
</thead>
</table>
| A 44-50    | - The language is entirely accurate apart from occasional first draft slips.  
- Sentence structure is varied and sophisticated which shows that the candidate is able to use various types of sentences to achieve a particular effect.  
- Vocabulary is wide and used in precision.  
- Punctuation is accurate.  
- Spelling is accurate across the full range of vocabulary used.  
- Paragraphs are well-planned, have unity and are linked.  
- The topic is addressed with consistent relevance.  
- The interest of the reader is aroused and sustained throughout the writing. |
| B 38-43    | - The language is accurate: occasional errors are either minor or first draft slips.  
- Sentences show some variation of length and type, including some complex sentences.  
- Vocabulary is wide enough to convey intended shades of meaning with some precision.  
- Punctuation is almost always accurate.  
- Spelling is nearly always accurate.  
- Paragraphs show some evidence of planning, have unity and are usually linked.  
- The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained. |
| C 32-37 | - The language is largely accurate.  
- Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.  
- Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect.  
- Vocabulary is wide enough to convey meaning but may lack precision.  
- Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses.  
- Simple words will be spelt correctly but errors may occur when more sophisticated words are used.  
- The composition is written in paragraphs showing some unity, although links may be absent or inappropriate.  
- The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained. |
| D 26-31 | - The language is sufficiently accurate to communicate meaning clearly.  
- Patches of clear and accurate language are seen, particularly when simple vocabulary and structures are used.  
- There is some variety of sentence type and length but purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning.  
- Vocabulary is usually adequate to show intended meaning but is not developed to show precision.  
- Simple words will be spelt correctly but more spelling errors will occur.  
- Paragraphs are used but may show lack of planning or unity.  
- The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| E 20-25 | - Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading.  
- Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long.  
- Vocabulary is limited, either too simple to convey precise meaning or more ambitious but imperfectly understood.  
- Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult.  
- Paragraphs may lack unity or be haphazardly arranged.  
- The subject matter will show some relevance to the topic.  
- The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have. |
| U(i) 14-19 | - Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading.  
- There will many serious errors of various kinds throughout the script but are mainly of the single word type, ie. They could be corrected without rewriting the whole sentence.  
- A script at this level will have a very few accurate sentences.  
- Communication is established but with frequent errors which may cause blurring.  
- Sentences will be simple and very often repetitive.  
- Punctuation will sometimes be used correctly but sentence separation errors may occur.  
- Paragraphs are likely to lack unity or there may not be any paragraphs at all. |
| U(ii) 8-13 | - The reader is able to get some sense of meaning but errors are multiple in nature, requiring the reader to read and re-read before being able to understand.  
- There may be only a few accurate but simple sentences.  
- The content may be comprehensible but the incidence of linguistic error is so high as to make meaning blur.  
- This type of script may be far short of the required number of words. |
| U(iii) | Scripts in this category are almost entirely impossible to read. |
| 0-7   | Whole sections may make little or no sense at all. |
|       | Where occasional patches of clarity occur, marks should be awarded. |
|       | The mark ‘0’ should only given if the script makes no sense at all from the beginning to end. |

END OF MARKING SCHEME
PEPERIKSAAN PRASPM
SEKOLAH- SEKOLAH MENENGAH
2013

.................................................................

BAHASA INGGERIS
Kertas 2

SKEMA PEMARKAHAN

.................................................................

Negeri Sembilan SPM 2013
http://edu.joshuatly.com/
MARKING SCHEME FOR SECTION A

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

MARKING SCHEME FOR SECTION B

16. BOY FALLS AND DROWNS
17. ULU BENDUL
18. Mustafa
19. No handrail/hand support (on bridge)
20. slippery mud
21. screamed for help
22. ran back home for help
23. Gunasekaran
24. Kampung Sawah Liat
25. (Inspector) Azmi bin Abdul Aziz
MARKING SCHEME FOR SECTION C

26) a) She is a chef/ pastry chef. (chef is mandatory)

   b) 22 years old

27) a) in September 2000 (in is mandatory)

   b) passed out

28) a) She pretended to be dead until she was sure the attackers were gone

   b) Her hands dangling loosely on threads of bloodied flesh and doctors could not survive them.

29) a) She learned how to write/ she learned how to do chores/ she adapted to her disability condition. (choose 2 out of 3 answers)

   b) Edsa Shangri- La Hotel

30) Accept any relevant answers.

   Eg: She is a determined person as she is capable to be a chef though she is disabled.

SUMMARY POINTS

C1- in a remote area of Zamboanga City, Mindanao.

C2- Five machete- wielding men brutally hacked into her uncle, then turned on 11-year-old Maricel.

C3- She looked down to see her hands dangling loosely on threads of bloodied flesh.

C4- She survived on the way to the hospital but doctors could not save her hands

C5- She was helped financially by Catholic Archbishop Antonio Ledesma

C6- Maricel struggled to cope with her disability and was totally dependent on her mother
C7- Archbishop Ledesma arranged for her to live in the House with No Steps

C8- She learned how to write and do chores and adapt with her disability

C9- Maricel graduated from high school and enrolled in a two-year Hotel and Restaurant Management Course in Cagayan de Oro City

C10- Maricel flourished although she was the only disabled student in the course

C11- She signed up for class competitions like cake decorating

C12- Managers at the Edsa Shangri-La hotel hired her as part of the hotel’s Care for People project.

This part is assessed as follows:

**CONTENT** : 10 marks

**LANGUAGE** : 5 marks

**TOTAL** : 15 MARKS

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

\[9 \div 2 = 4.5 = 5\text{ marks.}\]
## Band Descriptors for Summary

<table>
<thead>
<tr>
<th>Marks</th>
<th>Paraphrase</th>
<th>Marks</th>
<th>Use of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Candidates make a sustained attempt to rephrase the text language. Their expression is secure. Allow phrases from the text which are difficult to substitute.</td>
<td>5</td>
<td>Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. Spelling is secure across the full range of vocabulary used.</td>
</tr>
<tr>
<td>4</td>
<td>There is a noticeable attempt to rephrase the text. The summary is free from stretches of concentrated lifting and the expression is generally sound</td>
<td>4</td>
<td>The language is almost always accurate. Serious errors will be isolated as to be almost unnoticeable. Sentences will show some variation including original complex syntax outside text structures. Punctuation is accurate and generally helpful.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Intelligent and selective lifting with recognisable but limited attempts to rephrase the text. Their expression may not always be secure but the attempts to substitute will gain credit.</td>
<td>3</td>
<td>The language is fairly accurate but simple sentences tend to dominate the writing. When candidates use more complex structures, serious errors may occur. Some major errors or verb form and tense will be seen but these will not impede understanding. Although linking words are used, these may not be very appropriate.</td>
</tr>
<tr>
<td>2</td>
<td>Wholesale copying of text material but not a complete transcript of the original. Attempts to substitute own language will be limited to single word word expression; irrelevant sections of the text will be more frequent at this and subsequent levels.</td>
<td>2</td>
<td>Meaning is not in doubt, but serious errors are becoming more frequent. Simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct, with occasional errors of sentence separation. Spelling is largely accurate, but mistakes will occur in handling more difficult words.</td>
</tr>
<tr>
<td>1-0</td>
<td>More or less a transcript of the text. Originality barely noticeable. There will also be random transcription of irrelevant sections of the text.</td>
<td>1-0</td>
<td>Distorted detail will destroy the sequence in places. Heavy frequency of serious errors, impeding the reading in many places. Fractured syntax is much more pronounced at this level, and punctuation falters. Errors of sentence separation are liable to be frequent.</td>
</tr>
</tbody>
</table>
MARKING SCHEME FOR SECTION D

32. (a) “They were two pools of lies” / line 3
(b) The man’s eyes seem so gentle and harmless, so she trusts him completely.
(c) “Imploring”
(d) The message for me is one should not trust people who seem to be nice, but rather take a moment to step back and assess the situation. (any suitable answer)

CONTENT AND LANGUAGE DESCRIPTORS

33. Content - 10 marks
Language - 5 marks
TOTAL - 15 marks

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>CONTENT</th>
</tr>
</thead>
</table>
| 9 - 10     | • A consistently relevant and convincing response to the task specified.  
            | • Always provides detailed and well-developed textual evidence. |
| 7 - 8      | • Response is relevant to the task specified.  
            | • Usually provides textual evidence with some development. |
| 5 – 6      | • Response is likely to be intermittently relevant to the task specified.  
            | • Provides some textual evidence with little evidence. |
| 3 – 4      | • Response of little relevance to the task specified.  
            | • Little textual evidence. |
| 1 – 2      | • Response has no relevance to the task.  
            | • Has no understanding of the requirements of the task. |

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>LANGUAGE</th>
</tr>
</thead>
</table>
| 5          | • The language is accurate with only occasional error or first draft slip.  
            | • Very well-organized. |
| 4          | • The language is largely accurate.  
            | • Well-organized. |
| 3          | • Meaning is never in doubt but errors are becoming more frequent.  
            | • Fairly well-organized. |
| 2          | • Frequent errors with some blurring in meaning.  
            | • Poorly organized. |
| 1          | • Makes little or no sense at all.  
            | • Lacks organization. |