MODUL PINTAS
TINGKATAN 5

1119/2

BAHASA INGGERIS
Kertas 2

$2\frac{1}{4}$ jam

Dua jam lima belas minit

PERATURAN PEMARKAHAN BAHASA INGGERIS K2 1119/2

ANSWERS FOR QUESTION QUESTIONS 1 - 15

1. D

2. D

3. B

4. B

5. B

6. B

7. D

8. C

9. A

10. C

11. A

12. D

13. B

14. A

15. D

ANSWERS FOR QUESTION QUESTIONS 16 - 25

16. Big Heart

17. Throne: My Kingdom

18. War of Islands   } Accurate spelling is mandatory

19. Big Heart

20. Telling Lies

21. online games/games

22. summon

23. captivating drama / drama

24. micro-managing / tactical skills / cooperation

25. buildings

ANSWERS FOR QUESTIONS 26 to 30

No.	Expected Answer	Allow	Don't Allow
26	*(a) Heavy rains*		Lifting of whole sentence is not allowed.
	(b) Increasing roar of water	Daniel could tell from the increasing roar of water that they were in serious trouble	roar of water / water / Lifting of whole sentence is not allowed
27	*(i) they had no cell service,* *(ii) they hadn't seen a single person in the past three days*		Lifting of whole sentences are not allowed.
28	*Shoved*		
29	*(a)* *(i) starting to get dark* *(ii) to keep the tigers away*		Lifting of whole sentences are not allowed.
	(b) The rescuers could not find a place to land their helicopter	Could not find a place to land	Lifting of whole sentences are not allowed
30	Feeling: *happy/grateful* Reason: *they can go on with their lives / they were out of danger*	Accept any other logical answer.	Reason: to be rescued/saved

Note:

1. For question No. 30, if the **feeling** and **reason** do not match, award the mark of 0 for both answers.

SUMMARY CONTENTS

Each Point Scores 1 Mark

Maximum: 10 marks

1. *yelled*

2. *grabbed a stick*

3. *and carved HELP on it*

4. *tied a rope to the stick*

5. *tried tossing the stick over the falls*

6. *carved HELP on his (green) water bottle*

7. *wrote a note*

8. *and shoved it into the bottle*

9. *threw the bottle perfectly over the waterfall*

10. *laid out a (blue) tarp*

11. *and spelled out SOS in white rocks*

12. *they placed a headlamp with a flashing light on a ledge so that the SOS could be seen from overhead*

13. *Daniel ran over to the headlamp and started flashing at the helicopter*

14. *All of them were waving and hollering at the helicopter*

AWARDING LANGUAGE MARKS

1) First of all, assign the script to a mark level under the category of PARAPHRASE.

2) Then arrive at the mark level for the USE OF ENGLISH. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the frequency of serious and minor errors. Indicate these errors by underlining. Then assess the ability to form original and extended syntax, outside the text structures.

3) Add the marks for PARAPHRASE and USE OF ENGLISH together and divide by two. Raise any half-marks to the nearest whole number.

4) Add this mark to the CONTENT mark and show as a total in the right-hand margin of the script.

LANGUAGE DESCRIPTORS
Question 31: Summary

MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	• There is a sustained attempt to rephrase the text language. • Allow phrases from the text which are difficult to substitute. • Expression is secure	5	• The language is accurate. • Any occasional errors are either first draft slips or minor errors • Very well-organised and coherent throughout. • Marked ability to use original complex sentences.
4	• There is a noticeable attempt to rephrase the text. • The summary is free from stretches of concentrated lifting. • Expression is generally sound.	4	• The language is largely accurate. • Serious errors are not frequent although they are noticeable. • Well-organised and coherent in most parts. • Some ability to use original compound/complex sentences.
3	• Limited attempt to rephrase the text. • Intelligent and selective lifting. • Expression may not always be secure but the attempt to substitute will gain credit.	3	• The language is sufficiently accurate. • Serious errors are becoming more frequent. • Fairly wee-organised and coherent in some parts.
2	• Copying of text material in chunks with little evidence of selection and care. • Attempts to substitute own language will be limited to single word expression. • Irrelevant sections of the text may be present at this level.	2	• Meaning is not in doubt. • Frequent serious errors. • Poorly organized and lacks coherence.
1	• Mindless lifting. • More or less a complete transcript of the text. • Originality barely noticeable.	1	• Heavy frequency of serious errors, impeding the reading in many places. • Fractured syntax is much more pronounced at this level. • Incoherent

QUESTIONS 32

32 (a)	The persona's sister / The persona's sibling / The girl who ran way.
(b)	Stanza 3 Line 2 / L10 / Line 10 – And why do the tear-drops fall / 10 / Line Ten / And why do the tear-drops fall (omission of any words, no mark awarded)
(c)	She is confused/ She does not know what to do
(d)	Action: Talk to her Comfort her Help her with the chores (Any plausible answers) Reason: It is a difficult situation for her to handle on her own She is going through a tough time She is depressed with the situation Any plausible answers)

Content and Language Descriptors

Question 33: Novel

MARK RANGE	CONTENT	MARK	LANGUAGE
9 -10	• A consistently relevant and convincing response to the task specified. • Always provides detailed and well-developed textual evidence.	5	• The language is accurate. • Very well-organised.
7 – 8	• Response is relevant to the task specified. • Usually provides textual evidence with some development	4	• The language is largely accurate. • Well-organised.
5 – 6	• Response has some relevance or is only intermittently relevant to the task specified. • Provides some textual evidence with little development.	3	• Meaning is never in doubt but errors are becoming more frequent • Fairly well-organised.
3 – 4	• Response of little relevance to the task specified. • Little textual evidence.	2	• Frequent errors with some blurring in meaning. • Poorly organised.
1 – 2	• Response has very little relevance to the task.	1	• Makes little or no sense at all. • Lacks organization.