



**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH
DAN SEKOLAH KECEMERLANGAN
KEMENTERIAN PENDIDIKAN MALAYSIA**

**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2013
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

BAHASA INGGERIS

Kertas 1

1 jam 45 minit

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

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi dua bahagian: **Bahagian A dan Bahagian B.**
2. Jawab **semua** soalan.
3. Anda dinasihati supaya mengambil masa 45 minit untuk menjawab soalan **Bahagian A** dan 50 minit untuk **Bahagian B.**

Instructions

1. This question paper consists of two sections: **Section A and Section B**
2. Answer **all** questions.
3. You are advised to spend 45 minutes on **Section A** and 50 minutes on **Section B.**

Kertas ini mengandungi 3 halaman bercetak

Section A : Directed Writing

[35 marks]

[Time suggested : 45 minutes]

Your school has received a group of exchange students from Germany. As the President the English Language Society, you have been asked by your teacher advisor to give **a talk** to welcome the German students to your school and give the information about your school and country.

Use the notes given below to write your **talk**.

- school
 - background
 - facilities
- country
 - multiracial
 - many festivals
- attractions in town
 - tourist spots
 - shopping malls
- souvenirs
 - batik
 - bamboo baskets

When giving the **talk**, you must remember to:

- greet your audience
- mention the purpose of the talk
- include **all** the points given
- end your talk appropriately

Note :

For your talk, 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 My most precious possession
- 2 Describe an incident which helped you to be a leader.
- 3 Academic excellence guarantees a perfect life. Discuss.
- 4 Write a story that ends with:

“.....she cried tears of joy and whispered the words, Thank You.”

- 5 Challenge

KERTAS SOALAN TAMAT<http://cikguadura.wordpress.com/>



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BAHASA INGGERIS

Kertas 2

2 jam 15 minit

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

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. *Kertas soalan ini mengandungi empat bahagian:*

Bahagian A, Bahagian B, Bahagian C dan Bahagian D.

2. *Jawab semua bahagian.*

3. *Anda dinasihati supaya mengambil masa 25 minit untuk menjawab soalan **Bahagian A**, 25 minit untuk **Bahagian B**, 50 minit untuk **Bahagian C** dan 35 minit untuk soalan **Bahagian D**.*

Instructions

1. *This question paper consists of four sections:*

Section A, Section B, Section C and Section D.

2. *Answer all questions.*

3. *You are advised to spend 25 minutes on **Section A**, 25 minutes on **Section B**, 50 minutes on **Section C** and 35 minutes on **Section D**.*

For Examiner's Use		
Section	Total	Marks
A	15	
B	10	
C	25	
D	20	
Total	70	

Kertas ini mengandungi 22 halaman bercetak

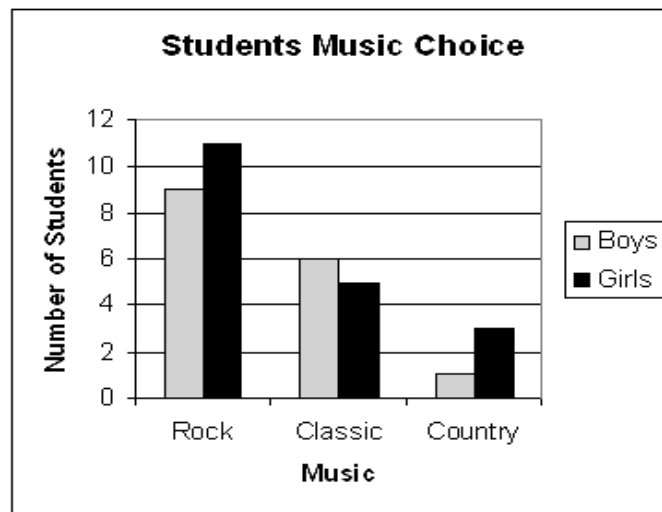
Section A
[15 marks]



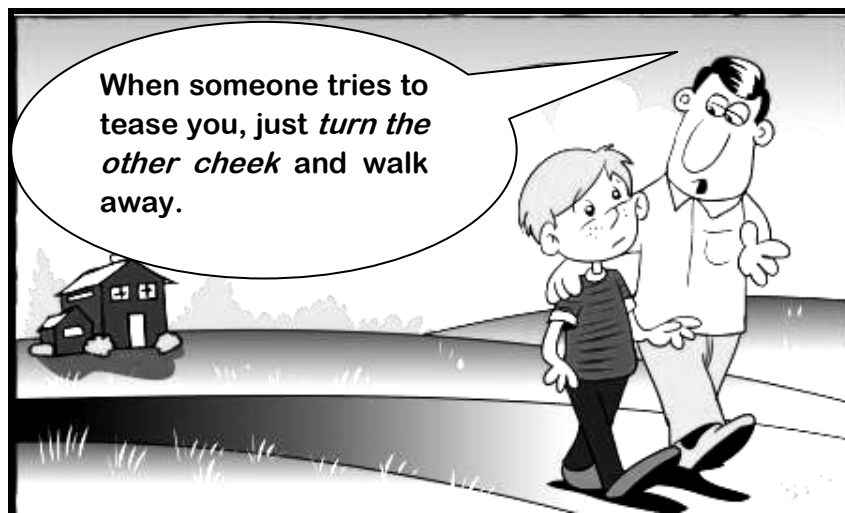
1. The notice above can most probably be found on the door of a
- A wardrobe
 - B storeroom
 - C laboratory
 - D refrigerator

The **2014 FIFA World Cup** will be the 20th FIFA World Cup, and is scheduled to take place in Brazil from 12 June to 13 July 2014. This is the second time Brazil has hosted the competition, the first being in 1950. Brazil will become the fifth country to have hosted the FIFA World Cup twice, after Mexico, Italy, France and Germany. It will also be the first FIFA World Cup to use goal-line technology. Spain is the defending champion, defeating the Netherlands 1–0 after extra time.

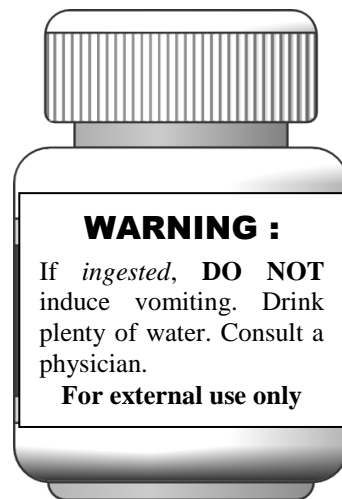
2. Which of the following statements is true?
- A The World Cup was first held 20 years ago
 - B The goal - line technology has never been used before
 - C The previous World Cup was won by the Dutch team
 - D Mexico, Italy, France and Germany have hosted the World Cup five times



3. Based on the bar graph above, we know that
- A boys like rock music the most
 - B girls like classic music the least
 - C boys prefer country to rock music
 - D girls prefer country to classic music



4. The man in the picture above is advising his son to
- A tease other people
 - B pick a fight with bullies
 - C avoid any confrontation
 - D stay away from other people



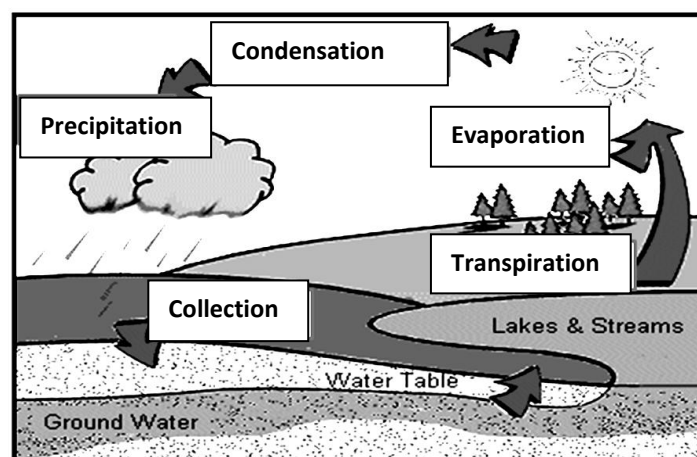
5. The word *ingested* in the label above can best be replaced with
- A applied
 - B inhaled
 - C affected
 - D consumed

WATER CYCLE

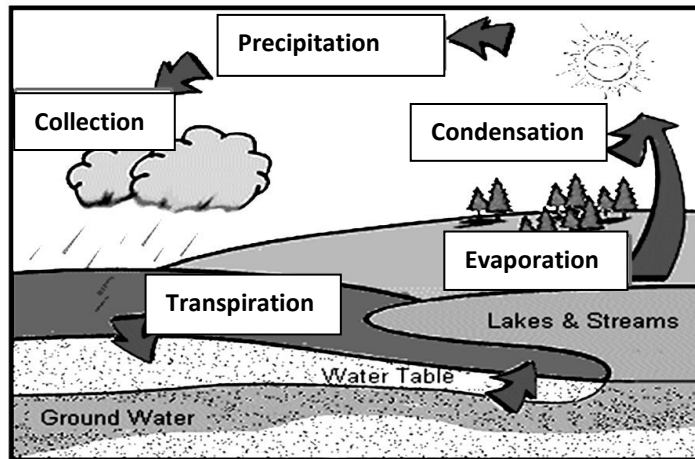
Transpiration is the passage of water through a plant from the roots through to the atmosphere. Evaporation is when the sun heats up water in rivers, lakes or the ocean and turns it into vapour or steam. Water vapour in the air gets cold and changes back into liquid, forming clouds. This is called condensation. Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain. When water falls back to earth as precipitation, it will collect in the oceans, lakes or rivers or it may end up on land.

6. Which of the following diagram best explains the process of water cycle?

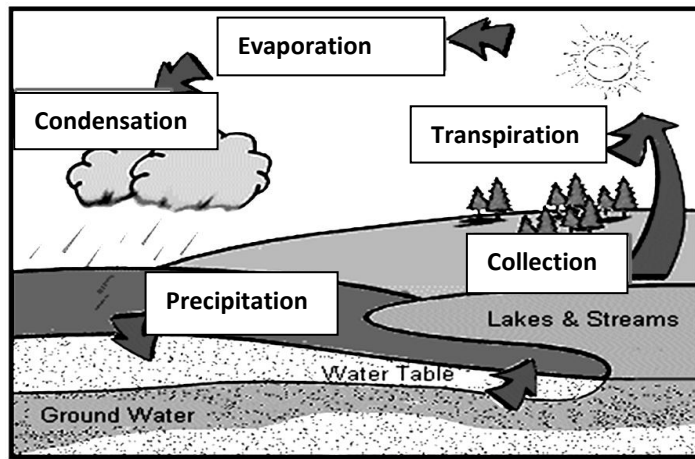
A



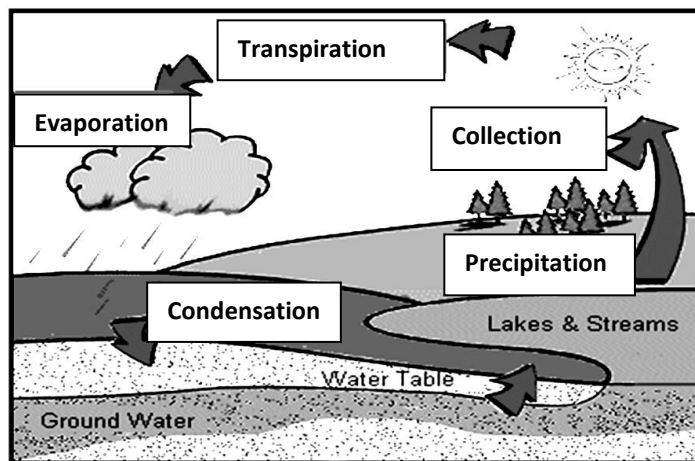
B



C



D



MYRAPID OPERATING HOURS

STATION	MONDAY-SATURDAY		SUNDAY & PUBLIC HOLIDAYS (including PUBLIC HOLIDAY REPLACEMENT)	
	OPEN	CLOSE	OPEN	CLOSE
KELANA JAYA	6.00am	11.40pm	6.00am	11.10pm
TAMAN BAHAGIA	6.00am	11.40pm	6.00am	11.10pm
TAMAN JAYA	6.00am	11.45pm	6.00am	11.15pm
KERINCHI	6.00am	11.50pm	6.00am	11.20pm
BANGSAR	6.00am	11.55pm	6.00am	11.25pm
KL SENTRAL	6.00am	12.00am	6.00am	12.00am


7. Which station has the longest operation hours?

- A Kerinchi
- B KL Sentral
- C Taman Jaya
- D Kelana Jaya

SAVE WATER

HERE'S HOW :

- Fix leaking pipes
- Use a pail to wash your car
- Do not shower for too long
- Collect rain water to water plants
- Turn off the tap while brushing teeth
- Use the washing machine for full load only



8. The main purpose of the poster above is to

- A promote good hygiene
- B inform people about water shortage
- C provide tips about water conservation
- D educate people about the importance of water

Questions 9 – 15 are based on the following passage.

Rafael "Rafa" Nadal Parera, born 3 June 1986, is a Spanish professional tennis player and a former World Number One. He _____(9) considered one of the greatest players of all time. Nadal _____(10) won 12 Grand Slam singles titles and the 2008 Olympic gold medal in singles. He was also a member _____(11) the winning Spain Davis Cup team in 2004, 2008, 2009, and 2011. Nadal and Mats Wilander are the only players in history who have won at least two Grand Slam titles _____(12) three different surfaces - hard court, grass, and clay. By _____(13) the 2013 French Open, Nadal became the only male player to win a single Grand Slam _____(14) eight times. His two biggest career rivalries have been against Federer and Novak Djokovic. His success on clay has _____(15) him the nickname "King of Clay" and has led many sports journalists, as well as former and current players, to regard him as the greatest clay court player in history.

Adapted from http://en.wikipedia.org/wiki/Rafael_Nadal

- | | |
|-----------|---------------|
| 9. A is | 13. A win |
| B are | B won |
| C was | C wins |
| D were | D winning |
| 10. A has | 14. A race |
| B had | B contest |
| C have | C tournament |
| D having | D competition |
| 11. A in | 15. A earned |
| B of | B secured |
| C off | C acquired |
| D for | D obtained |
| 12. A at | |
| B in | |
| C on | |
| D under | |

SECTION B

[10 marks]

Questions 16-25

Read the following descriptions and answer the questions that follow.

**Aerobic Exercise**

Regular aerobic exercise can help you live longer and healthier. Healthy adults should aim for at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity a week. That does not have to be all at one time, though. Aerobic exercise can even be done in 10-minute increments. So what are you waiting for?

For many obese people, walking is a great choice. In fact, walking is one of the most natural forms of exercise. It is safe and simple — and all it takes to get started is a good pair of walking shoes and your commitment to do it. You will be surprised how much you can easily shed some kilos from your body weight.

Boost up your stamina by enrolling yourself in an aerobic dance class. It may make you tired in the short term but slowly it will reduce fatigue. More importantly for beginners, try jogging around your neighbourhood area. As you jog, the heart pumps blood more efficiently, which improves blood flow to all parts of your body. Thus, you would not suffer from cardiovascular diseases. For patients who suffer arthritis, doctors would advise swimming as a therapy as it may ease the pain without stressing their joints.

Stay active and independent as you age. Traditional aerobic exercise like Tai-chi also keeps your mind sharp and can remove the gloominess of depression. Thus, it brings relaxation to your mind and mood. Studies show that people who participate in any regular aerobic exercise live longer than those who do not exercise regularly

So, are you ready to get more active? Great! Just remember to start with small steps and it is advisable to get your doctor's approval first. Do it slowly first, then steadily and regularly.

Questions 16 - 25

Based on the descriptions given, complete the following table.

Types	Benefits	Help to Prevent
Walking	16.	17.
18.	19.	Tiredness
20	Improve blood flow	21
22	Relieve pain without stressing the joints	23
Tai-chi	24	25

SECTION C

[25 marks]

Questions 26 -31 are based on the following passage.

- 1 Shangri-La, a place surrounded by snow-capped mountains and where the people live peacefully to over a hundred years. The air is pure and flowers are everywhere. People are happy, helpful and healthy. This is what Kathmandu should be. Not so when I went there. The town was dusty, many of the people had “hard life” written on their faces and petty traders were trying to make a quick dollar from tourists. Out-dated motor vehicles were spewing white smoke from inefficient engines. I had to wrap my towel round my face to feel comfortable, breathing. I was there on my way to the base camp of Annapurna, a mountain in Nepal. 5
- 2 The next day, I proceeded to Pokara, the starting point of the trek. I had the choice of flying there or going by bus through narrow roads and ravines. I decided to fly as I was advised that the bus ride was dangerous – coward that I was. The start of the trek was behind some shacks at the side of a shallow ravine. There were some Tibetan ladies selling trinkets to tourists and some locals drinking tea as if they had nothing to do in the world. But once the trekking started, it was a dream come true. The air was pure because there were no motor vehicles of any kind there except helicopters which flew overhead. Later we had to cross suspension bridges like the ones in Indiana Jones movies except that these had metal wires. 10 15
- 3 The trek was uphill all the time with little respite. Now and then we came to broad flat ledges but after that, it was climbing up and up again. I took my time and admired the snow-capped mountains, the rustic villages I passed through (two or three houses actually) and all the time I was conscious of the fresh air I was breathing in. It was invigorating, mostly because this has always been my dream: to trek in the foothills of the Himalayas. 20
- 4 I had chosen the right season (October) because the rains had stopped and the rhododendrons which grew in bushes and trees were in full bloom. Walking through a forest of these flowers was more like the Shangri-La I dreamed of. Moss hung down from the branches of these century-old trees. 25
- 5 My pack which contained my camera, raincoat and water bottle was beginning to feel heavy. And as I sat down to appreciate the vista which spread before me, I heard the porter whistling as he carried my heavy bag past me. He was wearing slippers while I was in trekking boots I bought at great cost back in Kuala Lumpur. 30
- 6 Nights were spent in little huts along the trek. It was cold and bathing was a problem except in rest lodges which had hot water. They use solar power and since the sun was hardly out when I was there, hot water was in short supply. Food was interesting. It was mainly western food – apple pie and pizzas were common. At Chomron, I had to wake up at 4 a.m. and walk up Poon Hill in the dark. I arrived at the summit just as the sun was rising. If there had been music, it would have been my idea of heaven – clean clear air, cold breeze and the changing colours of the mountain ranges which surrounded the summit. 35

- 7 The panoramic view was astounding as the sun rose and showed more clearly each peak with each passing minute. There were almost a hundred trekkers there but *conversation was quiet*. Somehow sound didn't carry well in the chilly rarefied air. But all too soon, the sun became too hot and I had to descend. I rested in Chomron for another night and ordered chicken curry for dinner. It cost me RM20 for the chicken because their staple meal was *dalbat* (lots of rice with lentil curry, potatoes and some vegetables). It must very good because the porters who survived on this were extremely strong, with fabulous stamina. 40
- 8 When I made my final walk to the base camp at Annapurna, I met some trekkers who had to stay the night at a lodge at the entrance. Some were suffering from mountain sickness – headache with nausea due to the height of the place. As I walked, snow began to fall. I crossed small glaciers where a slip meant sliding down to the valley below. Since no one seemed to bother about walking on the narrow ledges, I also plucked up my courage and picked my way across. Soon, I was trudging on snow and ice. Breathing became laboured. It wasn't much fun now but since the experience was novel, I was motivated. 45 50
- 9 The base camp loomed through the falling snow about one kilometre in front but now the climb was steep. It took more than an hour to reach it. What a feeling of success I had when I took the final step into the lodge of the base camp. That was until I met a thinly clad Sherpa who said he was 70 years old and had been climbing up here every year. He was sipping a cup of cocoa a trekker bought him and obviously he didn't think getting there was a big deal. And here I was, raising my arms in jubilation as I made the final step. 55

(Adapted from *Just English*, 2005)

26 From paragraph 1,

- (a) Name the town that was dirty.

.....[1 mark]

- (b) What was the reason for the writer to wrap the towel round his face?

.....[1 mark]

27 From paragraph 2, how did the writer go to Pokara?

.....[1 mark]

28 (a) Which **word** in paragraph 5 means 'panorama'?

.....[1 mark]

- (b) From paragraph 6, why was bathing a problem to the writer?

.....
 [1 mark]

29 (a) From paragraph 7, why did the writer said that ‘*conversation was quiet*’ even when there were many trekkers?

.....
.....[1 mark]

(b) From paragraph 8, what made breathing difficult for the writer?

.....
.....[1mark]

(c) From paragraph 9, what is the evidence that shows the writer had a challenging walk before he reached the base camp?

.....
.....[1mark]

30 What kind of man was the writer?

Give **one** quality and provide a reason to support your answer.

Quality :[1 mark]

Reason :[1 mark]

31 Based on the passage, write a **summary** of :

- the difficulties the writer faced during his journey to the base camp.

Credit 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 line 15 to line 54**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

On the way to the Annapura base camp, the writer...

[15 marks]

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A series of horizontal dotted lines for writing, spanning the width of the page.

Section D

[20 marks]

<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 slaughter mercilessly
this world is too old and bleeding*

Zurinah Hassan

(a) Which **phrase** in stanza 1 refers to the flute?

..... [1 mark]

(b) Where do you think *here* in stanza 2 refers to?

..... [1 mark]

(c) Why does the persona feel guilty?

..... [1 mark]

(d) What do you think is a ‘luxury ‘ for you as a student?

Give a reason to support your answer.

Luxury : [1 mark]

Reason :

.....[1 mark]

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.

(a) Based on the novel you have studied, describe the obstacles that the main character faced.

With close reference to the text, how did he or she overcome these obstacles?

[15 marks]

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ANSWER SHEET

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. Ⓐ Ⓑ Ⓒ Ⓓ

2. Ⓐ Ⓑ Ⓒ Ⓓ

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓐ Ⓑ Ⓒ Ⓓ

5. Ⓐ Ⓑ Ⓒ Ⓓ

6. Ⓐ Ⓑ Ⓒ Ⓓ

7. Ⓐ Ⓑ Ⓒ Ⓓ

8. Ⓐ Ⓑ Ⓒ Ⓓ

9. Ⓐ Ⓑ Ⓒ Ⓓ

10. Ⓐ Ⓑ Ⓒ Ⓓ

11. Ⓐ Ⓑ Ⓒ Ⓓ

12. Ⓐ Ⓑ Ⓒ Ⓓ

13. Ⓐ Ⓑ Ⓒ Ⓓ

14. Ⓐ Ⓑ Ⓒ Ⓓ

15. Ⓐ Ⓑ Ⓒ Ⓓ

<i>For examiner's use</i>		
Examiner's Code		
Section	Marks	
A	15	
B	10	
C	25	
D	20	
Total	70	

SULIT



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**PENTAKSIRAN DIAGNOSTIK AKADEMIK SBP 2013:
PERCUBAAN SIJIL PELAJARAN MALAYSIA**

**PERATURAN PERMARKAHAN
BAHASA INGERIS
KERTAS 1 & 2**

SECTION A : DIRECTED WRITING

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

This question is assessed as follows:

1 ALLOCATION OF MARKS:

FORMAT	3 MARKS
CONTENT	12 MARKS
LANGUAGE	20 MARKS
<hr/>	
Total	35 marks
<hr/>	

2 FORMAT AND CONTENT MARKS

FORMAT		MARKS
F1 = Opening		1
F2 = Purpose		1
F2 = Closing		
<i>Sub-total</i>		2
(All keywords must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded.)		
C1	school	1
C2	background	1
C3	facilities	1
C4	country	1
C5	multiracial	1
C6	many festivals	1
C7	attractions in town	1
C8	tourist spots	1
C9	shopping malls	1
C10	souvenirs	1
C11	batik	1
C12	bamboo baskets	1
<i>Sub-total</i>		12
Grand Total		15

3 LANGUAGE – 20 MARKS

1. Marks are awarded for :
 - i. Accurate English
 - ii. Style and Tone appropriate to the task
2. Read the script and indicate all the errors of language by underlining word, phrase or punctuation where the mistake appears.
3. Please take for good appropriate vocabulary, structure and tone.
4. Award marks by referring to the criteria for marking language.

MARK RANGE	DESCRIPTION OF CRITERIA
<p style="text-align: center;">A</p> <p style="text-align: center;">19 – 20</p>	<ul style="list-style-type: none"> • 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 with 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 talk.
<p style="text-align: center;">B</p> <p style="text-align: center;">16 - 18</p>	<ul style="list-style-type: none"> • 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 talk.
<p style="text-align: center;">C</p>	<ul style="list-style-type: none"> • 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 intended meaning but may lack precision. • Sentences may show some variety of structure and length but there is a

<p>13 - 15</p>	<p>tendency to use one type of structure, giving it a monotonous effect.</p> <ul style="list-style-type: none"> • 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 paragraphs which may show 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. • The composition is written in paragraphs which show some unity, although links may be absent or inappropriate. • The tone is mostly appropriate.
<p>D</p> <p>10 - 12</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. • Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but show lack of planning and unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value. • The article is written in paragraphs which may show some unity in topic. • Lapses in tone may be a feature.
<p>E</p> <p>7 - 9</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word 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 will be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have. • The article will have paragraphs but these lack unity and links are incorrectly used or the article may not be paragraphed at all. There may be errors of sentence separation and punctuation. • The tone may be inappropriate for a talk.

<p>U (i)</p> <p>4 - 6</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but high incidence of throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive. • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all. • There may be frequent spelling errors. • The tone may not be appropriate for a talk or, if it is, may not show understanding of the detailed requirements of the task.
<p>U(ii)</p> <p>2 - 3</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand. • At this level, 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 also be far short of the required number of words. • Whole sections of the article 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 the density of errors.
<p>U(iii)</p> <p>0 - 1</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections of the article may make little or no sense at all or are copied from the task. • Where occasional patches of clarity occur, marks should be awarded. • Award '1' mark if some sense can be obtained. • The mark '0' should only be awarded if the letter makes no sense at all from beginning to end.

SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING

- 1) The candidate's response will be assessed **based on impression**.
- 2) The examiner shall **read and re-read** the response carefully and at the same time **underline for gross or minor errors** or put in insertion marks (^) where such errors occur.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting a **merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most appropriate band** having **most of the criteria** as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to **BEST FIT the student's response to the most appropriate band**. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.
- 5) **Justify the band and marks given, if necessary**, by commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

MARK RANGE	DESCRIPTION OF CRITERIA
A 44 - 50	<ul style="list-style-type: none"> • 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 with 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.
B 38 - 43	<ul style="list-style-type: none"> • 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 through most of the composition.

<p style="text-align: center;">C</p> <p style="text-align: center;">32 - 37</p>	<ul style="list-style-type: none"> • 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 intended meaning but may lack precision. • 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. • 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 paragraphs which may show 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.
<p style="text-align: center;">D</p> <p style="text-align: center;">26 - 31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly but more spelling errors will occur. • Paragraphs are used but 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.
<p style="text-align: center;">E</p> <p style="text-align: center;">20 - 25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but single word 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 lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.
<p style="text-align: center;">U(i)</p> <p style="text-align: center;">14 - 19</p>	<ul style="list-style-type: none"> • Meaning is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading. • There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence. • A script at this level will have very few accurate sentences. • Although communication is established, the frequent errors may cause blurring. • Sentences will be simple and very often repetitive.

	<ul style="list-style-type: none"> • Punctuation will sometimes be used correctly but sentence separation errors may occur. • Paragraphs lack unity or there may not be any paragraphs at all.
<p>U(ii)</p> <p>8 - 13</p>	<ul style="list-style-type: none"> • The reader is able to get some sense out of the script but errors are multiple requiring the reader to read and re-read before being able to understand. • At this level, 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 also be far short of the required number of words.
<p>U(iii)</p> <p>0 - 7</p>	<ul style="list-style-type: none"> • Scripts in this category are almost entirely impossible to read. • Whole sections may make little or no sense at all. • Where occasional patches of clarity occur, marks should be awarded.

MARK SCHEME : PAPER 2

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SECTION A**ANSWERS**

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

SECTION B : INFORMATION TRANSFER

16. Reduce body weight / Shed some kilos from body weight
17. Obesity
18. Aerobic dancing
19. Boost up stamina / Increase stamina
20. Jogging
21. Cardiovascular diseases
22. Swimming
23. Arthritis pain
24. Relax the mind and mood/ Brings relaxation to your mind and mood
25. (Gloominess of) depression

* () words in brackets are optional

SECTION C : COMPREHENSION
QUESTIONS 26 – 30

26. (a) Kathmandu [1 mark]
 (b) He wanted to feel comfortable / He wanted to breathe easily [1 mark]
27. He flew to Pokara / He took a flight [1 mark]
28. (a) vista [1 mark]
 (b) There was no hot water in the little hut / Hot water was in short supply / They use solar power and since the sun was hardly out when **he** was there, hot water was in short supply [1 mark]
29. (a) Everyone was admiring the panoramic view / They were speechless looking at the amazing view / They were astounded with the view
 (*Or any other acceptable answers*) [1 mark]
 (b) He was trudging on snow and ice. [1 mark]
 (c) He had to walk in the falling snow before he reached the base camp / The climb was steep / He took more than an hour to reach the base camp (even when it was only one kilometre in front) [1 mark]
30. Accept any related quality which is apt with a valid reason

Note: students must get the quality correct to merit 1 mark for the reason.

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.

NO	POINTS	LINES
1	had to cross suspension bridges	15 – 16
2	the trek was uphill all the time with little respite	18
3	nights were spent in little huts	31
4	it was cold and bathing was a problem	31
5	had to wake up at 4 a.m.	34 – 35
6	walked up Poon Hill in the dark	35
7	the sun became too hot	40 – 41
8	had to descend	41
9	crossed small glaciers	48
10	walking on the narrow ledges	49
11	trudging on snow and ice	50
12	breathing became laboured	50
13	falling snow about one kilometre	52
14	the climb was steep	52 – 53
15	took more than an hour to reach it	53

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

$$\begin{array}{r} \text{-----} \\ 9 \div 2 = 4.5 = \underline{\underline{5 \text{ marks}}} \end{array}$$

BAND DESCRIPTORS FOR SUMMARY

Marks	PARAPHASE	Marks	Use of English
5	Candidates make a sustained attempt to rephrase the text language. Their expression is secure. Allow phrases from the text which are difficult to substitute	5	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.
4	There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting and the expression is generally sound.	4	The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. Sentences will show some variation including original complex syntax outside text structures. Punctuation is accurate and generally Helpful. Spelling is nearly always secure.

3	<p>Intelligent and selective lifting with recognizable but limited attempts to rephrase the text. Their expression may not always be secure but the attempts to substitutes will gain credit.</p>	3	<p>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.</p>
2	<p>Wholesale copying of text material but not a complete transcript of the original. Attempts to substitutes own language will be limited to single word expression; irrelevant sections of the text will be more frequent at this and subsequent levels.</p>	2	<p>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</p>
1-0	<p>More or less a transcript of the text Originality barely noticeable. There will also be random transcription of irrelevant sections of the text-</p>	1-0	<p>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.</p>

SECTION D : LITERATURE COMPONENT**QUESTION 32**

- a) "Slim hollow of the bamboo"
- b) The city/ town
- c) She feels guilty longing for her beloved's / lover's / music /song / melody or
She feels guilty longing for the flautist's music /song / melody
- d)

Luxury :	}	accept any plausible answer with a valid reason
Reason		

QUESTION 33 : NOVEL

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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**.

BAND DESCRIPTORS FOR CONTENT

SCORE	BAND DESCRIPTORS
9 - 10	<ul style="list-style-type: none"> • Response – relevant to specified task • Elaborations given – well - supported and linked with evidence or knowledge from text • Main and supporting ideas – relevant to specified task • Ideas – clearly presented, well- organised and easily understood
7 - 8	<ul style="list-style-type: none"> • Response – relevant to specified task • Elaborations given – usually supported and linked with evidence or knowledge from text • Main and supporting ideas – mostly relevant to specified task • Ideas – clear and can be understood
5 - 6	<ul style="list-style-type: none"> • Response – intermittently relevant to specified task • Elaborations given – supported and linked with some evidence or knowledge from text • Some ideas – relevant to specified task • Ideas – generally clear, can be understood but lack organisation
3 - 4	<ul style="list-style-type: none"> • Response – barely relevant to specified task • Elaborations given – unlikely identified or even when identified, not likely to be linked to the text • Ideas – hardly relevant to specified task and difficult to understand
1 -2	<ul style="list-style-type: none"> • Response – no understanding of specified task • Elaborations given – incoherent and unlikely linked to the text • Ideas – no relevance to specified task

QUESTION 33 : NOVEL**BAND DESCRIPTORS 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 – largely accurate • Sentence structure – some variations • Punctuation – accurate and generally helpful • Spelling – largely secure
3	<ul style="list-style-type: none"> • Language – almost always accurate • Sentence structure – simple structures dominate • Punctuation – accurate and helpful • Spelling – mostly secure
2	<ul style="list-style-type: none"> • Language – serious errors, more frequent • Sentence structure – simple structures accurate but not sustained • Punctuation – usually correct • Spelling – nearly always secure
1	<ul style="list-style-type: none"> • Language – serious errors, heavy frequency • Sentence structure – rampant fractured syntax • Punctuation – falters • Spelling – mostly inaccurate