

SULIT



JABATAN PELAJARAN NEGERI
NEGERI SEMBILAN DARUL KHUSUS

PENILAIAN TINGKATAN TIGA 2012
BAHASA INGGERIS

12/2

Kertas 2
8 Ogos 2012
1 jam 30 minit

Satu Jam Tiga Puluh Minit

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

1. Kertas soalan ini mengandungi **3** bahagian: **Bahagian A**, **Bahagian B** dan **Bahagian C**.
2. Jawab **semua** bahagian.
3. Anda dinasihati supaya mengambil masa 40 minit untuk menjawab soalan **Bahagian A**, 30 minit untuk **Bahagian B** dan 20 minit untuk **Bahagian C**.

Kertas jawapan ini mengandungi **5** halaman bercetak.

[Lihat sebelah
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Section A: Guided Writing
[25 marks]

During the semester break, you and the members of the school Interact Club visited a pineapple canning factory in Pontian, Johor.

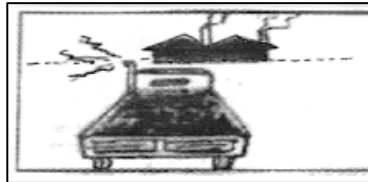
Write a **letter** to your friend describing your experience seeing how the pineapples were canned.

1.



workers – plantation – harvested

2.



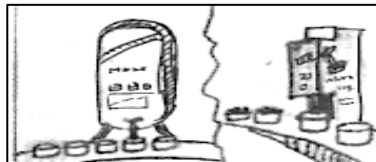
transport – factory

3.



peeled – washed – knife
- cut – cubes – cans

4.



syrup – sweeten – sealed
- machine

5.



factory workers – label – cans

6.



packed – boxes
- hypermarkets – shops

When writing the **letter** you:

- may use **all** the notes given
- should **elaborate** on the given notes to make it more interesting
- must make sure it is **not less than 120 words**

[25 marks]

Section B : Literature Component

[15 marks]

1. Read the poem “A Fighter’s Line” below and answer the questions that follow.

A Fighter’s Lines—Marzuki Ali

I am old and worn
and have lost all my strengths
sufferings
and the history of the fight for independence
have forced sacrifices
that know no name
or life

from the wheelchair of the rest of my days
I, body and energy crushed
see and cannot do much
these times are too big a challenge
for the remnants of my crippled years
the net of deceptions spread everywhere
disturbs me

In the name of justice
Wake up and form ranks sons of our ancestors
Be brave
And erect a wall of people
Stand up heirs of our freedom

I have no more voice
It is you now who should speak!

a) From stanza 1, we could say that the persona is now a weak and _____ person.

[1 mark]

b) From stanza 3, state two things that the persona wants the younger generation to do.

i) _____

ii) _____

[2 marks]

2. The following are the novels studied in the literature component in English Language.

- | | |
|--------------------------------|----------------------|
| a) The Boscombe Valley Mystery | - Arthur Conan Doyle |
| b) How I Met Myself | - David A. Hill |

Based on one of the novels above, write about a **character you admire**. Provide evidence from the text to support your answer.

Your response should be:

- **not less than 50 words**
- **in continuous writing** (not in note form)

Section C : Summary

[10 marks]

3. Read the passage below and answer the question that follows.

Learners use the dictionary almost everyday. It is very important for a lot of reasons. To begin with, the dictionary lists and explains various meanings of a word. Since words are used in different contextual situations, it is important for language learners to master them. For instance, the word *key* can be used in four different contexts; and the word *boy* has eight different meanings. In addition, the dictionary teaches a person how to pronounce words that are difficult and confusing. The pronunciation of English words is irregular so the phonetic transcriptions given in the dictionary are helpful.

Furthermore, a dictionary lists the grammatical aspects of the language. It tells users if a word should be used in the singular or plural form to avoid grammatical errors. Besides, the dictionary also offers geographical and mathematical information. Other than that, some dictionaries provide information not taught in the classroom like the right way to address authorities, officials and even members of royal families. This encourages learners to expand their knowledge. The dictionary is, without doubt, an important resource for learners to improve their proficiency level. Additionally, the dictionary guides learners to check on the correct spelling of words so as to avoid making a lot of spelling errors.

Write a summary on the **importance of the dictionary to learners**.

Your summary must:

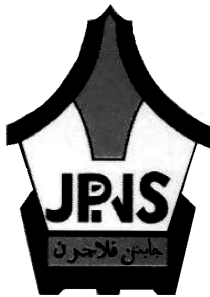
- **not be more than 60 words**, including the 10 words given below
- be in **continuous writing** (not note form)
- be written in **one** paragraph

Use your own words as far as possible without changing the original meaning.

Begin your summary as follows:

The dictionary is a very important tool for learners because...

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Skema Permarkahan

MARKING CRITERIA FOR SECTION A – GUIDED WRITING
BAND DESCRIPTORS

BAND	MARKS	DESCRIPTIONS
EXCELLENT A	21 - 25	<ul style="list-style-type: none"> • Task fulfilled with ideas and details well-developed and well-organised • Language is accurate with few minor errors and first draft slips • Varied sentence structures are used effectively to convey meaning • Vocabulary is apt and widely used • Accurate use of mechanics of writing • Interest of the reader is aroused and sustained
CREDIT B	16 – 20	<ul style="list-style-type: none"> • Task fulfilled with ideas and details developed and organised • Language is largely accurate with some serious and minor errors • Simple and compound sentence structures are accurate. • Vocabulary is wide enough but lacks precision. • Almost always accurate use of spelling, punctuation and paragraphing • Interest of the reader is aroused but not sustained
ACHIEVEMENT C	11 – 15	<ul style="list-style-type: none"> • Task sufficiently fulfilled with some development of ideas but lacking in details and organisation. • Language is sufficiently accurate with frequent serious errors • Simple sentence structures are almost always accurate with some attempt at compound sentence structures • Vocabulary is sufficiently wide enough to convey meaning • Some errors in mechanics of writing
WEAK D	6 – 10	<ul style="list-style-type: none"> • Task partially fulfilled as ideas are less developed and lacking in organisation • Language is barely accurate with frequent serious errors that make meaning blur • Vocabulary is limited • Serious errors in mechanics of writing
VERY WEAK E	1 - 5	<ul style="list-style-type: none"> • Task hardly fulfilled; ideas lack cohesion • High density of errors; meaning is hardly conveyed

MARKING CRITERIA FOR SECTION B – LITERATURE COMPONENT

1. POEM

a) old

[1 mark]

b) i- be alert / be patriotic / be united

[1 mark]

ii- be brave / be confident / be just and fair

[1 mark]

(Interchangeable)

2. NOVEL

BAND	MARKS	DESCRIPTIONS
EXCELLENT	11 – 12	<ul style="list-style-type: none"> Requirements of task fulfilled Ideas and details well-developed, well-organised with evidence from text Varied sentence structures (simple and compound) Wide and apt vocabulary Accurate use of language—only first draft slips Accurate mechanics of writing
CREDIT	8 – 10	<ul style="list-style-type: none"> Requirements of task fulfilled Ideas and details largely developed, organised and supported with evidence from text Varied sentence structures (simple and compound) Vocabulary wide enough Largely accurate use of language—some minor errors Largely accurate mechanics of writing
ACHIEVEMENT	5 – 7	<ul style="list-style-type: none"> Requirements of task fulfilled Ideas and details sufficiently developed with some organisation and supported with some evidence from text Sentence structures lack variety (simple structures dominates) Adequate vocabulary used Sufficiently accurate use of language—serious errors evident Fairly accurate mechanics of writing
WEAK	3 – 4	<ul style="list-style-type: none"> Requirements of task partially fulfilled Ideas lack development and organisation with minimal textual support – mere narration Sentence structures mostly simple with errors that hamper reading Vocabulary limited Language is barely accurate with errors that hamper reading Inconsistent mechanics of writing
VERY WEAK	1 - 2	<ul style="list-style-type: none"> Requirements of task hardly fulfilled Hardly any development of relevant ideas or textual support High density of errors; lacks cohesion Vocabulary very limited Mechanics of writing – numerous errors

MARKING CRITERIA FOR SECTION C – SUMMARY WRITING**Section C (Summary)**

- Content Points : 5 marks
- Language : 5 marks

Content points:-

1. lists and explains (various) meanings of a word / words
2. teaches a person how to pronounce words (that are difficult and confusing)
3. lists the grammatical aspects of the language / tells users if a word should be used in the singular or plural form
4. offers geographical and mathematical information
5. provides information not taught in the classroom / encourages learners to expand their knowledge
6. guides learners to check on the correct spelling of words










**** word/ phrases in brackets are optional.***

MARKING CRITERIA FOR SECTION C – SUMMARY WRITING
BAND DESCRIPTORS

BAND	MARKS	DESCRIPTIONS
EXCELLENT	5	<ul style="list-style-type: none"> • Marked ability to use own words • Language is accurate <ul style="list-style-type: none"> - use of simple and compound sentences - appropriate linkers - use of correct grammar • Accurate spelling and punctuation • First draft slips • No lifting of sentences • No irrelevant details
CREDIT	4	<ul style="list-style-type: none"> • Some ability to use own words (phrases) • Language is largely accurate <ul style="list-style-type: none"> - use of simple and compound sentences - appropriate linkers - use of correct grammar • Spelling and punctuation largely accurate • Some minor errors • Almost no lifting of sentences • No irrelevant details
ACHIEVEMENT	3	<ul style="list-style-type: none"> • Attempts to use own words (single word substitution) • Language is sufficiently accurate <ul style="list-style-type: none"> - use of simple and compound sentences (majority of simple sentences) - some use of linkers - some serious grammatical errors • Some serious errors in spelling and punctuation • Selective lifting of sentences • Some irrelevant details
WEAK	2	<ul style="list-style-type: none"> • No attempts to use own words • Frequent serious errors in grammar, spelling and punctuation • Linkers hardly used • Wholesale lifting of text material—in chunks • Irrelevant details
VERY WEAK	1	<ul style="list-style-type: none"> • High density of errors – fractured syntax • Total lifting of text material i.e. transcript of original text • Irrelevant details

MARKING PROCEDURES

Examiners are recommended to use the symbols given to ensure consistency in marking and for ease of moderation.

Marking Symbols	Meaning of Symbols
	Merit Use to indicate merit of vocabulary or effectiveness of message/content and well-constructed sentences. The ticks should be indicated where these expressions appear. A script with many ticks indicated means that the message/content has been well expressed.
	Demerit/ Gross errors
	Minor errors
	Irrelevance, inappropriate language, lack of organization, lack of cohesion, unintelligibility or incomprehensible
	Lifting
	Omission
	Repetition
	Stringing
	Inverse word order (transpose)

PERATURAN PEMARKAHAN TAMAT