



MAJLIS PENGETUA  
SEKOLAH MALAYSIA  
NEGERI KEDAH DARUL AMAN

# PT3 2015

## PENTAKSIRAN TINGKATAN 3

### UJIAN BERTULIS

OGOS

2 Jam

# Bahasa Inggeris

**Arahan :**

1. Kertas soalan ini mengandungi **empat** bahagian :  
**Bahagian A, Bahagian B, Bahagian C dan Bahagian D.**
2. Jawab **semua** bahagian dalam kertas soalan ini.
3. Tulis **nama** dan **kelas** anda pada halaman kertas jawapan.

**Instructions :**

1. This question paper consists of **four** sections :  
**Section A, Section B, Section C and Section D.**
2. Answer **all** questions in this question paper.
3. Write your **name** and **class** on the front page of the question paper.

SECTION	MARKS
<b>Section A</b> Question 1 (10 marks)	
<b>Section B</b> Question 2 (10 marks)	
Question 3 (20 marks)	
<b>Section C</b> Question 4 (15 marks)	
Question 5 (5 marks)	
<b>Section D</b> Question 6 (30 marks)	
Question 7 (10 Marks)	
<b>Total marks</b> [100 marks]	

NAMA : .....

ANGKA GILIRAN :

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Kertas soalan ini mengandungi **15** halaman bercetak.

[Lihat sebelah  
SULIT

## SECTION A

[10 marks]

[Time suggested: 15 minutes]

Answer **all** questions in this paper.

The text below is about penguins.

**Question 1**

Read the text below. There are grammatical errors in the text. The errors have been underlined for you.

Write one word to correct the error in the space provided. An example has been given. The correct word **must not change the meaning** of the sentence.

<p>There are many kinds of penguins living in the Antarctic. The <u>bigger</u> is the emperor penguin which is about three feet tall. Penguins <u>is</u> unusual birds as they cannot fly but are excellent swimmers. The penguin's short legs and webbed <u>foot</u> are perfect for swimming. <u>It</u> paddle-shaped wings work well as flippers.</p> <p>Penguins come on land only to <u>laid</u> their eggs and care for their chicks. In May, the female penguin lays an egg and then she <u>go</u> out to sea to build up a supply of food . Meanwhile, the male penguin will stay with <u>an</u> egg , keeping it warm. In July, the mother penguin returns with fish <u>from</u> the newly hatched chick. When a penguin chick first hatches , it is <u>cover</u> in a coat of soft grey or brown feathers called "down". After a <u>little</u> weeks , the chick begins to grown its shiny adult feathers. In summer, penguins "molt" <u>but</u> lose all of their feathers. Then, they wait for a new coat of waterproof feathers to grow again.</p>	<p>e.g <u>biggest</u></p> <p>(a) _____</p> <p>(b) _____</p> <p>(c) _____</p> <p>(d) _____</p> <p>(e) _____</p> <p>(f) _____</p> <p>(g) _____</p> <p>(h) _____</p> <p>(i) _____</p> <p>(j) _____</p>
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[Adapted: " Polar Regions ; Discover The World Around You" ]

[10 marks]

**SECTION B**  
(30 marks)  
(Time suggested: 40 minutes)

**Question 2**

Read the notice below carefully. Then, answer questions (a) to (j).

## **CREATING LESS TRASH AT SCHOOL**

### **SMK SERI PERMAI**

Organised by the Environment Club of SMK Seri Permai

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Calling all SMK Seri Permai students!!!

There are lots of ways that we can reduce waste at school. By thinking ahead and being creative, we can reduce our impact on the environment, and save money at the same time. Another benefit is, we can reduce garbage.


A special programme will be held in our school from 8.00 am to 11.30 am. There will be talks, games and food for all. There will be a special guest appearance by Siti Aini and her band.

**HIGHLIGHTS:**

- 1. Take only as much as you can eat!**  
Do you know that more than 20% of the food we buy gets thrown away? By taking only what you can eat or sharing your extras with a friend, you are taking steps to waste less food and save money.
- 2. Pack a 'No-Waste Lunch'**  
A 'no-waste lunch' is a meal that does not end up in the trash. Use a reusable lunch box or bag and fill it with your lunch in reusable containers. You create less waste by using washable containers to pack your lunch.
- 3. Carry a few reusable**  
When we go to the store at the beginning of the school year, we should look for durable, long-lasting supplies and reuse them. Refillable pens and pencils, a durable backpack and a lunchbox are all great examples of products that can be reused. Items that can be used more than once will reduce waste.

**An informative and fun day!**  
**See you all on Saturday, 19 September 2015.**


if not you, who?



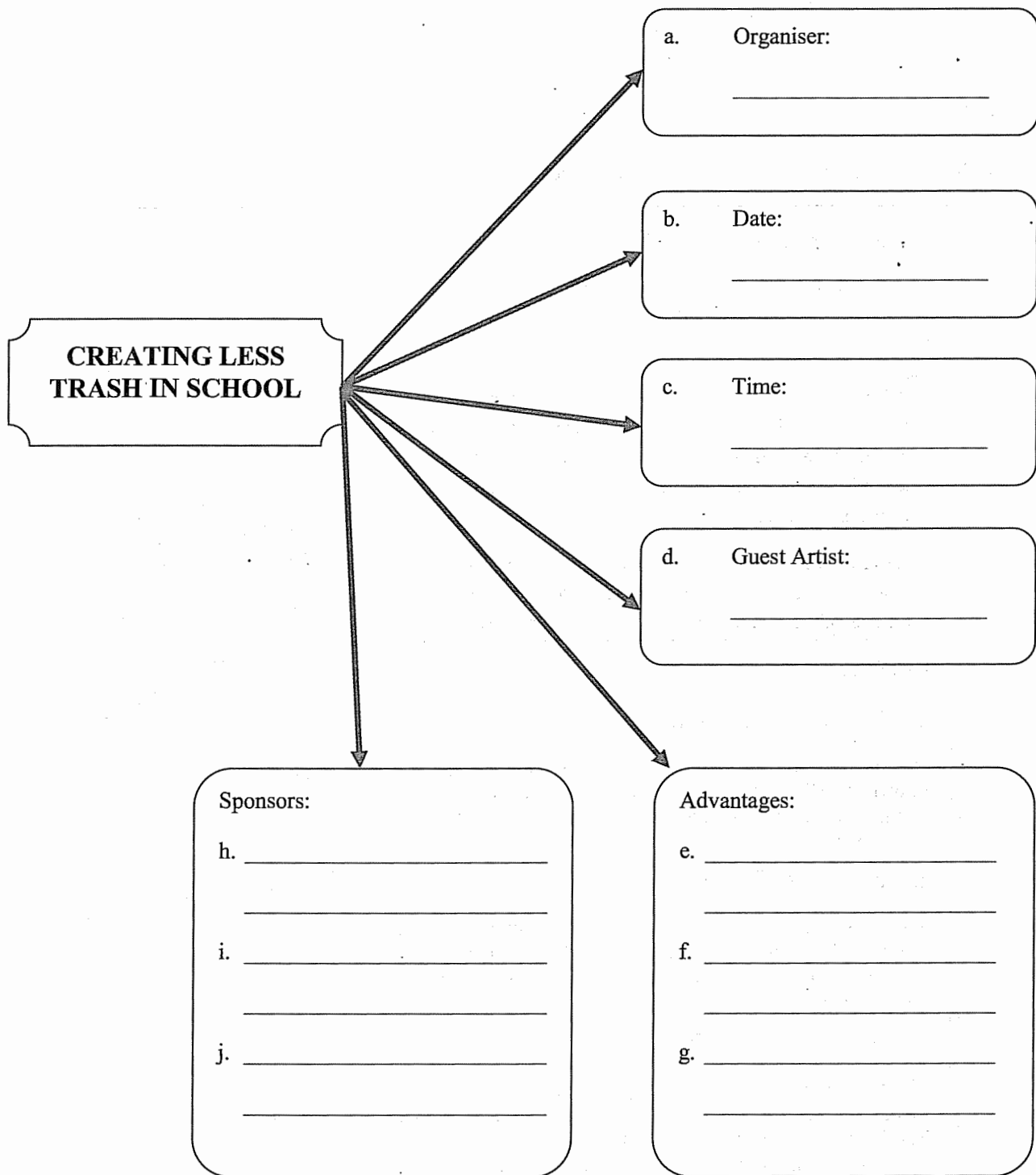
Sponsors

**GO GREEN  
ENTERPRISE**

Fresh  
Mineral Water



Wira  
Maju Book  
Supplies



[10 marks]

## Question 3

Read the brochure below. Then, answer questions (a) – (j)

## ENGLISH CAMP

28 – 30 September 2015

Eighty secondary school students will have an opportunity to attend a three-day English camp held at Tasik Kenyir Resort, Terengganu. The camp is jointly organised by the Hulu Terengganu District Education Department and Terengganu State Government once every two years.

The primary objective of this camp is to improve students' English Language communicative skills. Besides, this camp is also to facilitate inter-school socializing; promote leadership skills; enable students to have fun through language games and other outdoor activities; and educate students on the importance of safeguarding the environment.

**Participants:**

- 20 students, ages 13-15, from each of the four rural schools in Hulu Terengganu District.
- three teachers from each school

**Fee:**

- RM100.00 per pax

**Indoor Activities (night sessions):**

- ice-breaking session
- creative English Language building games - scrabble
- crossword puzzles

**Outdoor Activities (2<sup>nd</sup> and 3<sup>rd</sup> day):**

- jungle trekking
- canoeing
- treasure hunt
- campfire and karaoke (closing ceremony)

**Feedback from previous camps:**

- culturally and educationally successful
- more such camps should be organised in future.

**For more information:**

Contact Hulu Terengganu District Education Department or login to <http://www.engcamp.ppdht.com>



**Questions (a) – (d)**

Based on the brochure, state whether the following statements are **TRUE** or **FALSE**.

- (a) The English Camp is a yearly affair. \_\_\_\_\_ [1 mark]
- (b) All participants come from the same district. \_\_\_\_\_ [1 mark]
- (c) Both the students and teachers will attend the camp. \_\_\_\_\_ [1 mark]
- (d) The outdoor activities will be held upon arrival at the resort. \_\_\_\_\_ [1 mark]

**Questions (e) – (i)**

- (e) State the main objective of this camp.

\_\_\_\_\_ [1 mark]

- (f) What is the duration for this camp?

\_\_\_\_\_ [1 mark]

- (g) Fill in the table with an appropriate word from the brochure.

Meaning	Word
(i) 'enhance'	_____ [1 mark]
(ii) 'protecting'	_____ [1 mark]

- (h) Why do you think rural schools are chosen for this camp?

\_\_\_\_\_ [1 mark]

- (i) This camp can bring better understanding and unity among the participants. Explain briefly.


\_\_\_\_\_ [1 mark]

[10 marks]

- (j) You intend to encourage your friend to join you in an English camp which will be held soon. In **about 50 words**, write a postcard to your friend.

In your postcard:

- encourage him/ her to join you
- give reasons why he/she should join you
- add any other relevant information to make your writing interesting.

<p>Dear _____,</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <p>To,</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>From,</p> <hr/>	

[10 marks]

**SECTION C**  
**[20 marks]**  
**[Time suggested: 20 minutes]**

**Question 4**

Read the following passage.

**WAKING UP TO A NIGHTMARE**

**BUKIT MERTA JAM:** A heavy downpour in the wee hours had caused some 100 homes in Machang Bubok, Bukit Mertajam to be hit by flash flood. The panic-stricken villagers in the area had to hurry to save their belongings and move them to a higher ground.

A fire engine, a truck and two boats were dispatched to the scene to help the flood victims. The affected villagers were taken to a relief centre at a school nearby. Fortunately, there were no casualties.

Saad Osman, 49, whose house in Kampung Machang Bubok was among those affected said that such occurrence was not uncommon. He further added, "It rained heavily at about 3a.m last night. Two hours later, the water started gushing in and rose rapidly up to waist level. We face this problem at least once a year but this year is the worst. My furniture is all damaged as I had no time to move them out."

Another victim, Mohd Rosdi Idris, 45, said, "It came as a surprise to us because the water rose very fast this time. Fortunately, some villagers managed to save their belongings in time."

Another resident, who wished to be known only as Jack, blamed the development projects nearby as the main cause of the flood. "There are many new construction work done on higher grounds. Therefore, whenever it rains heavily, the water flows onto the lower grounds, causing the river nearby to burst its banks".

The villagers hoped that the relevant authorities would look into this matter seriously and take appropriate actions to overcome this problem immediately.

(Adapted from New Straits Times)



Read the passage carefully and answer the questions (a) – (i)

a) What happened in Machang Bubok?

[1 mark]

b) What caused this to happen?

[1 mark]

c) How many houses were affected?

[1 mark]

d) Who said that the flood was a usual problem in his village?

[1 mark]

e) Fill in the blanks with an appropriate word/phrase from the passage

Meaning	Word/phrase
i) very early in the morning	
ii) incident	
iii) flowing in suddenly	
iv) overflow	

[4 marks]

f) What does the phrase “**there was no casualties**” mean?

[1 mark]

g) According to Jack, what was the main cause of the flood?

[1 mark]

h) How would the affected villagers have felt about the situation?

[1 mark]

i) Suggest two ways how we can help the victims?

i. \_\_\_\_\_ [1 mark]

ii. \_\_\_\_\_ [1 mark]

j) State two ways how we can avoid flash floods.

i. \_\_\_\_\_ [1 mark]

ii. \_\_\_\_\_ [1 mark]

[15 marks]

## Question 5

Read the poem carefully. Then, answer questions (a) to (d)

**A Fighter's Line**

I am old and worn  
and have lost all my strength  
sufferings  
and the history of the fight for independence  
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 deceit 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!

Marzuki Ali

(a) What was the persona's occupation before he became crippled?

\_\_\_\_\_ [1 mark]

(b) In your opinion, who are the "heirs of our freedom"?

\_\_\_\_\_ [1 mark]

(c) Which word shows that the persona had sacrificed a lot for the country?

\_\_\_\_\_ [1 mark]

(d) How would you show love for your country? Mention two ways.

i) \_\_\_\_\_ [1 mark]

ii) \_\_\_\_\_ [1 mark]

*[5 marks]*

**SECTION D**  
**[40 marks]**  
**[Time suggested: 45 minutes]**

**Question 6:**

*You should spend 30 minutes on this question.*

Your school has recently launched Waves of English. Write a letter to your friend telling him/her of what you saw and did on that day.

**PROGRAMMES**

- I. Speech by the Principal
- II. Launching of Waves of English
- III. Video Presentation

**ACTIVITIES TO BE CARRIED OUT**

- ❖ Choral Speaking
- ❖ Parliamentary Debate
- ❖ Spelling Bee

In your letter, state:

- the date and venue
- the activities carried out
- benefits of the program
- any other relevant information to make your letter interesting

Make sure your letter is between **120 to 150 words**







## Marking Scheme (SET 1)

### SECTION A

#### Question 1 [10 marks]

Assessment objectives:

This part assesses the students' ability to:

- Show understanding of the use of correct grammar in context
- Correct grammatical errors in the text

<u>Question</u>	<u>Errors</u>	<u>Correct Answer</u>	<u>Item Tested</u>
a)	<u>is</u>	are	Verb-to-be
b)	<u>foot</u>	feet	Plural
c)	<u>It</u>	Its	Possessive Pronoun
d)	<u>laid</u>	lay	To-infinitive
e)	<u>go</u>	goes	Subject-Verb Agreement
f)	<u>an</u>	the	Article
g)	<u>from</u>	for	Preposition
h)	<u>cover</u>	covered	Passive
i)	<u>little</u>	few	Quantifier
j)	<u>but</u>	and	Conjunction

Note: There should be only one answer for each line. If a student writes more than one answer, take only the first answer into consideration.



## SECTION B

### Question 2 [10 marks]

Assessment objectives

This part assesses the students' ability to :

- Read and understand the text
- Identify and transfer the correct information from a linear text into a non linear

Note

1. Do award marks for answers with minor grammatical errors. Correct spelling is mandatory if the word exist in the text.
2. Do not award marks for over lifting that includes irrelevant sections of the text.
3. There should be only one answer for each question. If a student writes more than one answer, take only the first answer into consideration.

### Answers for Question 2

Question	Key/Answer	Marks
a	Environment Club (of) SMK Seri Permai	1 mark
b	19 September 2015 19/9/2015 19.9.2015	1 mark
c	8.00 am – 11.30 am 8.00 to 11.20 am	1 mark
d	Siti Aini (and her band)	1 mark
e	we can reduce the impact on the environment save money	1 mark
f	reduce waste waste less food	**choose any three 1 mark
g	create less waste items are reusable	**interchangeable 1 mark
h	Go Green Enterprise	1 mark
i	Fresh Mineral Water	* interchangeable 1 mark
j	Wira Maju Book Supplies	1 mark

### Question 3 (20 marks)

#### Assessment Objectives

This part assesses the student's ability to:

- read and understand a non-linear text.
- respond to a non-linear text using established reading skills.
- write an-email:
  - i. encouraging your friend to join the camp.
  - ii. giving reasons why he/she should join.

Note:

1. Do award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
2. Do remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require a personal response.
3. Do award full marks for intelligent lifting.
4. Do not award marks for over lifting that includes irrelevant sections of the text. Do not award marks for answers where meaning is totally unintelligible.

Answers for Questions (a) to (j)

a	False	1 mark
b	True	1 mark
c	True	1 mark
d	False	1 mark
e	To improve students' English Language communicative skills	1 mark
f	3 days/3 days and 2 nights/3D2N	1 mark
g	i. improve/promote ii. safeguarding	1 mark 1 mark
h	They need more exposure/ Most of the students lack language skills/ Students seldom get this kind of opportunity ** Accept any other relevant answers	1 mark
i	It gives an opportunity to participants to socialize/ They will mix around with each other without any barrier/It will be attended by students of different races and cultures ** Accept any other relevant answers	1 mark

### General Guidelines for Marking Question (j)

1. Marked on a 5-band impression scale with marks ranging from 1 - 10.
2. Read and understand the instructions in Section D about the following:-
  - a. How writing is assessed and
  - b. What is expected of students
3. Read the response provided for relevance to task and assessment objectives specified for the question.
4. Check whether response fulfils the criteria specified in a given band.
5. Indicate merit and demerit expressions.
6. Look for additional details which make the writing interesting.
  - i. Responses which are generally free from serious errors should be placed in the upper bands.
  - ii. Responses with frequent minor and serious errors should be placed in the lower bands.
7. Place a response with total or almost *wholesale lifting in the lower bands*. For responses with *intelligent lifting, award marks accordingly* based on the given criteria.
8. Students are allowed to use the points in the advertisement when writing out their responses.
9. **Read** the response again to confirm or change bands.
10. If there is a change in the band, **read** the response **again** to check the general criteria specified in the new band selected.
11. Award marks accordingly.

Note:

- *The general criteria in the bands are common to ALL tasks with specific examples given to aid the examiners. All responses must be marked using the criteria given in the bands. Please read the criteria carefully for all five bands **BEFORE** marking.*  
*The length of the response should not be a criteria in awarding marks.*  
*Award marks based on the quality and relevance of the response.*

Band/Mark	A (9-10)	B (7-8)	C (5-6)	D (3-4)	E (1-2)
Criteria					
Task fulfilment	Successfully fulfilled	Largely fulfilled	Sufficiently fulfilled	Partially fulfilled	Hardly fulfilled
Language accuracy	Accurate	Largely accurate	Sufficiently accurate	Partially Accurate	Hardly accurate
Organisation and development	Well-organised & well developed	Organised & developed	Sufficiently organised with some details	Lacking organisation and details	Hardly any organisation and details
Sentence structure	Varied and effective	Largely varied	Some variety	Lack variety	Distorted sentence structures
Lifting from text	Hardly any lifting	A little lifting	Some lifting	Almost wholesale lifting	Total lifting

Note:

*Award '0' mark when there is:*

- *no response or response written in language other than English; or*
- *mindless lifting of irrelevant chunks from other sources including rubric*

*When awarding marks, apply the 'best fit' principle. No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.*

## SAMPLE ANSWER

Dear Sanchez,

Next weekend, I will be attending a camp organized by a Youth Club in my district. How about joining me? I bet it will be great fun.

The camp is only for two days. A lot of activities such as language games, abseiling, canoeing and many more will be held. This will be a great opportunity to relax our mind and enjoy ourselves. Besides, we can meet new friends and get to know each other better. Moreover, we haven't done abseiling before this.

So, give a thought to it my friend.

From,  
Wilshere.

## SECTION C (20 marks)

### Assessment Objectives

This part assesses the student's ability to:

- read and understand a linear text.
- demonstrate understanding of a poem.
- respond appropriately to the comprehension task.
- use language competently to convey meaning in the task.

Note:

1. Do award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
2. Do remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require a personal response.
3. Do award full marks for intelligent lifting.
4. Do not award marks for over lifting that includes irrelevant sections of the text.
5. Do not award marks for answers where meaning is totally unintelligible.

### Question 4 (15 marks)

Question	Answer	Marks										
a	the village was hit by a flash flood / the village was flooded <i>(idea of <b>flood</b> must be present)</i>	1 mark										
b	rained heavily/ a downpour in the wee hours	1 mark										
c	(some) 100 homes	1 mark										
d	Saad Osman	1 mark										
e	<table border="1"><thead><tr><th>Meaning</th><th>Word/phrase</th></tr></thead><tbody><tr><td>i) very early in the morning</td><td>wee hours</td></tr><tr><td>ii) incident</td><td>occurrence</td></tr><tr><td>iii) flowing in suddenly</td><td>gushing in</td></tr><tr><td>iv) overflow</td><td>burst its banks</td></tr></tbody></table>	Meaning	Word/phrase	i) very early in the morning	wee hours	ii) incident	occurrence	iii) flowing in suddenly	gushing in	iv) overflow	burst its banks	4 marks
	Meaning	Word/phrase										
	i) very early in the morning	wee hours										
	ii) incident	occurrence										
	iii) flowing in suddenly	gushing in										
iv) overflow	burst its banks											

f	no deaths/ no injuries <i>(idea of death or injury must be present)</i>	1 mark
g	<b>development projects</b> (nearby)/ (new) <b>construction work</b> (done in higher ground)	1 mark
h	sad/depressed/unhappy/ scared/ afraid/traumatized/frightened <i>(the idea of sadness must be present)</i>	1 mark
i	Give donations/clothes/ food/ water/ any other answers which is relevant to the question	1 mark
j	do not litter/ good drainage system/ do not pollute the river/ good irrigation system/ any other answers	1 mark

**Question 5 (5 marks)**

	Questions:	
(a)	<b>-A freedom fighter / A soldier</b>	Level 1
(b)	<b>-We -The present generation -The citizens of the country</b>	Level 2
(c)	<b>-sufferings</b>	Level 2
(d)	<b>-We should keep our country clean -We should promote the country's wonderful destinations -We must obey the laws in the country (Accept any possible answers)</b>	HOTS

## SECTION D (40 marks)

### Assessment Objectives

This part assesses the student's ability to:

- write an informal letter based on the given notes using correct and appropriate language.
- add more information, opinions and elaborate ideas.
- write using coherent and cohesive structures to convey meaning effectively.
- write an appropriate response based on a novel that they have read (Question 7)

### A. How writing is assessed

In the assessment of writing skills at the lower secondary school level, the student is assessed on his/her ability to demonstrate the following skills in his/her written responses:

- **reading skills** in understanding the rubric and fulfilling the requirements of the writing task
- **thinking skills** to reflect depth and maturity of thinking by giving ideas, reasons and supporting them with appropriate elaboration.
- **language skills** in terms of using language appropriately to provide the correct tone, form and content as required by the task.

The emphasis is on how well the response fulfils the set task and the level of language used. Accuracy of language in terms of grammar, sentence structures and mechanics of writing is essential for effective communication. The examiner must be able to understand and follow the presentation of ideas or events conveyed in the student's response. Creativity is important but should not be the sole criterion in the assessment of writing.

### B. What is expected of a student

A student must at least be able to:

- identify the requirements of the task.
- provide the appropriate content according to the task specified.
- use an appropriate format.
- give evidence / reasons to support given response (novel).
- use correct grammar, sentence structures and mechanics of writing.
- use paragraphs to organise ideas.
- elaborate and develop ideas e.g. by adding details, giving reasons or examples to make responses more interesting.

### **C. General instruction to examiners for marking Section D**

1. Marked on a 5-band impression scale with marks ranging from 1-30 (Question 6) and 1-10 (Question 7).
2. Read the response provided for relevance to task and assessment objectives specified for the question.
3. Indicate merit and demerit expressions.
4. Check whether response fulfils the criteria specified in a given band.
5. Look for details which make the writing more interesting. Responses which are **generally free from serious errors** should be placed in the upper bands However, responses with **frequent serious and minor errors** should be placed in the lower bands.
6. **Read** the response again to confirm or change bands.
7. If there is a change in band, **read** the response again to check the general criteria specified in the new band selected.
8. Award marks accordingly.



<b>Marking Criteria For Question 6</b>					
<b>BAND</b>	<b>A EXCELLENT</b>	<b>B GOOD</b>	<b>C SATISFACTORY</b>	<b>D WEAK</b>	<b>E VERY WEAK</b>
<b>Marks</b>	<b>25 - 30</b>	<b>19 - 24</b>	<b>13 - 18</b>	<b>7 - 12</b>	<b>1 - 6</b>
<b>DESCRIPTORS</b>	Task is successfully fulfilled.	Task is largely fulfilled.	Task is sufficiently fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised with supporting details.	Ideas are developed and organised with main ideas and supporting details.	Ideas are sufficiently developed with some organisation and supporting details.	Ideas are partially developed and lack organisation.	Ideas are not developed and not organised.
	Language is accurate with few first draft slips.	Language is largely accurate with minor errors	Language is sufficiently accurate. Errors are mostly SWE's.	Language is partially accurate. Errors are mostly MWE's..	Language is inaccurate.
	Sentence structures are varied and used effectively.	Sentence structures are mostly varied.	Sentence structures are sufficiently varied.	Sentence structures lack variety and are repetitive.	Sentence structures are distorted
	Vocabulary used is wide and precise.	Vocabulary used is wide enough and mostly precise.	Vocabulary used is sufficient but lacks precision.	Vocabulary used is limited.	Vocabulary is inappropriate.
	Interest is aroused and sustained.	Interest is largely aroused.	Interest is sufficiently aroused.	Interest is partially aroused.	Interest is hardly aroused.

*Award '0' mark when there is:*

*no response or response written in language other than English; or mindless lifting of irrelevant chunks from other sources including rubric*

*When awarding marks, apply the 'best fit principle'. No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.*

*The length of the response should not be a criteria in awarding marks. Award marks based on the quality and relevance of the response.*

## MARKING PROCEDURES

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

MERIT	√	Merit- used to indicate apt vocabulary, good expression and structure where it occurs
DEMERIT	_____	Gross errors
	~~~~~	Minor errors <ul style="list-style-type: none"> <li>• Spelling</li> </ul>
	//	Irrelevance Incomprehensible
	L	Lifting
	∧	Omission
	R	Repetition
	S	Stringing
	┌ └	Transpose <ul style="list-style-type: none"> <li>- Inverse word order</li> <li>**Can also/also can</li> </ul>

<b>Marking Criteria For Question 7</b>					
<b>BAND</b>	<b>A EXCELLENT</b>	<b>B GOOD</b>	<b>C SATISFACTORY</b>	<b>D WEAK</b>	<b>E VERY WEAK</b>
<b>Marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>5 - 6</b>	<b>3 - 4</b>	<b>1 - 2</b>
<b>DESCRIPTORS</b>	Task is successfully fulfilled.	Task is largely fulfilled.	Task is sufficiently fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised. Well supported with evidence from the text.	Ideas are developed and organised. Largely supported with evidence from the text.	Ideas are sufficiently developed but lack organisation, and Supported with evidence from the text.	Ideas are partially developed and lack organisation. Minimal evidence from the text	Hardly any ideas.
	Language is accurate with few first draft slips.	Language is largely accurate with minor errors	Language is sufficiently accurate. Errors are mostly SWE's.	Language is partially accurate. Errors are mostly MWE's..	Language is inaccurate.
	Sentence structures are varied and used effectively.	Sentence structures are mostly varied.	Sentence structures are sufficiently varied.	Sentence structures lack variety and are repetitive.	Sentence structures are distorted
	Vocabulary used is wide and precise.	Vocabulary used is wide enough and mostly precise.	Vocabulary used is sufficient but lacks precision.	Vocabulary used is limited.	Vocabulary is inappropriate.
	Interest is aroused and sustained.	Interest is largely aroused.	Interest is sufficiently aroused.	Interest is partially aroused.	Interest is hardly aroused.

*Award '0' mark when there is:*

*No response or response written in language other than English; or mindless lifting of irrelevant chunks from other sources including rubric*

*When awarding marks, apply the 'best fit principle'. No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.*

*The length of the response should not be a criteria in awarding marks. Award marks based on the quality and relevance of the response.*