

## PAPER 2

### SECTION A

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

### SECTION B

- 16 Smart Times Media  
17 Teenagers  
18 31 July to 1 August 2015  
19 9.00 p.m. to 4.00 p.m.  
20 Mutiara Ballroom, Mutiara Hotel, Melaka  
21 plan your homework and study schedule  
22 how to deal with stress  
23 ways to relax  
24 15% discount for the first 100 people who sign up  
25 17 July 2015

### SECTION C

26. (a) Infectious personality  
(b) Abandoned

27. Someone complained that the children were forced to beg.

- 28 Reason 1: The hotelier employed people with disabilities.

- Reason 2 : The management provided part-time courses for the staff.

- 29 a) His courses were endorsed by the Skills Training Institute.

- b) He ran an organization that was partly non-profit

- c) He was very efficient/ successful in a short period of time.

30 hard-working/diligent/resolute/helpful  
/selfless  
(accept any two suitable answers)

## MARK SCHEME FOR SECTION C – SUMMARY WRITING

### 31. SUMMARY

CONTENT	: 10 marks (award up to a maximum of 10 marks)
LANGUAGE ( Paraphrase + Use of English)	: 5 Marks [ ( 5 + 5 ) / 2 ]
TOTAL	: 15 marks

- **Naina Mohamed’s life and his struggles to overcome his disability**
- **His endeavours to help others**

1. In the first home, he was taught to sign by his caregiver
2. In the second foster home he was forced to beg for a living
3. In the third home he learnt to bake
4. He was sixteen he was employed by a hotel
5. The hotel provided part-time courses to the staff
6. He worked hard to become a qualified baker
7. He received a grant from the Ministry of Trade and Industry
8. He set up his own bakery
9. Although successful, he yearned to help disadvantaged youngsters
10. Started a bakery training school for them
11. His efforts brought him recognition and funding
12. He is happily married

STYLE AND PRESENTATION DESCRIPTORS			
MARK	PARAPHRASE	MARK	USE OF ENGLISH
5	<ul style="list-style-type: none"> <li>✓ A sustained attempt to rephrase the text</li> <li>✓ A secure expression</li> </ul>	5	<ul style="list-style-type: none"> <li>✓ Accurate language, minor errors</li> <li>✓ Varied sentence structure</li> <li>✓ Ability to use original complex syntax</li> <li>✓ Accurate punctuation</li> <li>✓ spelling is secure</li> </ul>
4	<ul style="list-style-type: none"> <li>✓ noticeable attempt to rephrase the text</li> <li>✓ free from concentrated lifting</li> <li>✓ expression is generally sound</li> </ul>	4	<ul style="list-style-type: none"> <li>✓ almost always accurate language</li> <li>✓ varied sentence structure</li> <li>✓ accurate punctuation</li> <li>✓ spelling is nearly always secure</li> </ul>
3	<ul style="list-style-type: none"> <li>✓ intelligent and selective lifting</li> <li>✓ limited attempts to rephrase the text</li> <li>✓ expression may not always be secure</li> </ul>	3	<ul style="list-style-type: none"> <li>✓ largely accurate language</li> <li>✓ simple structure dominate</li> <li>✓ sentences are generally lifted</li> <li>✓ punctuation &amp; spelling largely accurate</li> </ul>
2	<ul style="list-style-type: none"> <li>✓ wholesale copying of text material</li> <li>✓ frequent irrelevant sections of the text</li> </ul>	2	<ul style="list-style-type: none"> <li>✓ frequent serious errors</li> <li>✓ accuracy not sustained for long</li> <li>✓ irrelevant / distorted detail destroy the sequence in places</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>✓ a complete transcript of the text</li> <li>✓ random descriptions of irrelevant sections</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ heavy frequency of serious errors</li> <li>✓ fractured syntax</li> <li>✓ punctuation falters</li> </ul>
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13. He has four establishments helping underprivileged children become bakers

**SECTION D**

32. a) They were to charge against the soldier carrying the guns (1 mark)
- b) They were not supposed to answer back or ask questions (1mark)
- c) they were expected to dare to sacrifice and boldly follow the order without questioning (1 mark)
- d) Reason 1: the soldiers fought for their country without any question.  
Reason 2: there was total loyalty and absolute sense of sacrifice (2 marks)  
(Accept any suitable answer)

<b>33.</b>	CONTENT	= 10 MARKS
	LANGUAGE	= 5 MARKS
	<u>TOTAL</u>	<u>= 15 MARKS</u>

\* any suitable answers

<b>CONTENT AND LANGUAGE DESCRIPTORS</b>			
<b>MARK</b>	<b>CONTENT</b>	<b>MARK</b>	<b>LANGUAGE</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>✓ Excellent with well supported evidence</li> <li>✓ Subject matter – relevant throughout</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>✓ Accurate or almost accurate language</li> <li>✓ Varied sentence structure</li> <li>✓ Vocabulary wide with some precision</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>✓ very good with good support of evidence</li> <li>✓ subject matter – almost always relevant</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>✓ largely accurate language</li> <li>✓ mistakes in complex structure</li> <li>✓ vocabulary wide – lack precision</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>✓ fair support of evidence from the text</li> <li>✓ subject matter – intermittenly relevant</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ sufficiently accurate language</li> <li>✓ sentence structure – patches of clarity</li> <li>✓ vocabulary adequate – lack precision</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>✓ poor evidence from the text</li> <li>✓ subject matter – lacks relevance</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>✓ errors frequent, meaning never in doubt</li> <li>✓ vocabulary limited – too simple</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>✓ very poor evidence from the text</li> <li>✓ random descriptions of irrelevant sections</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ errors frequent and serious, meaning fairly clear</li> <li>✓ vocabulary limited</li> </ul>

