

**SULIT**  
**1119/2**  
**Bahasa**  
**Inggeris**  
**Kertas 2**  
**Ogos**  
**2008**  
**2 ¼ jam**

**1119/2**

No. Kad Pengenalan..... Angka Giliran.....



**SEKOLAH BERASRAMA PENUH**  
**BAHAGIAN PENGURUSAN**  
**SEKOLAH BERASRAMA PENUH / KLUSTER**  
**KEMENTERIAN PELAJARAN MALAYSIA**

**PEPERIKSAAN PERCUBAAN**  
**SIJIL PELAJARAN MALAYSIA 2008**

**BAHASA INGGERIS**

Kertas 2

Dua jam lima belas minit

**JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU**

**Arahan**

1. *Kertas soalan ini mengandungi 34 soalan.*
2. *Jawab semua soalan.*
3. *Bulatkan jawapan anda untuk **Bahagian A** di dalam kertas jawapan di halaman 18.*
4. *Untuk **Bahagian B, Bahagian C dan Bahagian D**, tuliskan jawapan anda di ruang yang disediakan di dalam kertas soalan ini.*

**Instructions**

1. *This question paper consists of 34 questions.*
2. *Answer all questions.*
3. *Circle your answers for **Section A** on the answer sheet on page 18.*
4. *Write your answers for **Section B, Section C and Section D** in the space provided in this question paper.*

<i>For Examiner's Use</i>		
Section	Total	Marks
A	15	
B	10	
C	25	
D	25	
Total	75	

Kertas soalan ini mengandungi 18 halaman bercetak

**[Lihat sebelah**  
**SULIT**

**Section A**

[15 marks]

**Questions 1 – 8**

For each of the questions, read the question first and then study the information given to find the **best** answer. Then, circle that answer in the answer sheet provided.

**RESPONSES ON WHAT MAKES A GOOD RESTAURANT**

No.	Statements	Student Responses (%)	Adult Responses (%)
1	Strategic location	85	70
2	Good service	70	50
3	Fast service	50	50
4	Reasonable price	30	75
5	Sufficient tables	45	70
6	Cleanliness	85	90
7	Delicious food	50	50

1. The most important factor that affects the adults' preference is
- strategic location
  - reasonable price
  - fast service
  - cleanliness



2. According to the notice above, the aim of the campaign is to
- encourage people to walk further
  - decrease the sales of cars
  - promote safe driving
  - reduce pollution

Nancy could not sit still. Her hands were cold, her body shivering and she had butterflies in her stomach. She had to deliver a speech in the school hall during assembly. In a few minutes, the master of ceremonies would call her to the rostrum.

3. From the extract above, we can conclude that Nancy was
- unwell
  - nervous
  - frustrated
  - uncomfortable

### Take nothing but photographs

Leave nothing but footprints



4. What is the message from the notice above?
- Do not throw rubbish
  - Do not disturb animals
  - Do not leave footprints
  - Do not take photographs

About 52 staff from a company in Pahang enjoyed themselves at a recent outing held at a hotel. The staff were treated to an outing for meeting their target revenues. The operations director led the staff in various games organised by the hotel. Treasure hunt and water bombing were among the activities held. After the games, the staff were treated to a delicious spread of *Nyonya* buffet lunch.

5. What did the staff do to deserve the outing?
- They met their target revenues
  - There were many activities held
  - The operating director led the staff
  - They loved the *Nyonya* buffet lunch

**WARNING**  
 Plastic bags are a hazard  
 Keep out of reach of children  
*Department of Health*

6. The statement 'plastic bags are a hazard' in the sign above means
- beware of plastic bags
  - children keep plastic bags
  - plastic bags are dangerous
  - warnings are found on plastic bags



(Adapted from *The Star*, April 2008)

7. From the cartoon strip, the pavement has turned into a
- garage sale
  - dumping ground
  - collection of furniture
  - place for good company

### END OF FREE MEALS

KOTA KINABALU : Passengers who use express buses to travel between major towns in Sabah will no longer be served complimentary meals and bottled water following the fuel hike.

Express bus operators have been providing packed *nasi campur* (rice with vegetables and meat) and drinking water, worth RM4, for those who travel distances of more than six hours.

- 8 Express buses are not offering free meals because
- of a hike in the price of packed *nasi campur*
  - too many passengers travel on these buses
  - passengers travel more than 6 hours
  - the price of fuel has increased

**Questions 9 – 15**

Malaysia's driving sensation Brian Nickson Lomas showed the world that age and size are no barriers to pursuing one's dreams \_\_\_9\_\_\_ the field of sports. At 14, he was Malaysia's youngest representative of the Athens 2004 Olympic Games and \_\_\_10\_\_\_ to be the centre of attraction, not only for his ability to compete against men three times his size but also for his diving \_\_\_11\_\_\_ .

The diver \_\_\_12\_\_\_ as the flag bearer for the opening ceremony of the Athens 2004 Olympic Games in Greece on August 13. The \_\_\_13\_\_\_ Brian, who competed in the 10m platform dive, said he was taken completely by surprise when he learnt of the appointment – flag bearer for the Malaysian contingent - but he certainly walked tall with pride when the moment came, \_\_\_14\_\_\_ by billions of viewers on the opening of the day of the greatest sporting event on earth. "It was a total surprise and also a great honour," said Brian, who \_\_\_15\_\_\_ from Kuching.

- |   |  |
|---|--|
| <p><b>9.</b> A. in<br/>B. on<br/>C. over<br/>D. above</p>                             | <p><b>13.</b> A. pint-sized<br/>B. minute<br/>C. petite<br/>D. tiny</p>        |
| <p><b>10.</b> A. put out<br/>B. cast out<br/>C. driven out<br/>D. turned out</p>      | <p><b>14.</b> A. monitored<br/>B. witnessed<br/>C. observed<br/>D. watched</p> |
| <p><b>11.</b> A. ability<br/>B. power<br/>C. aptitude<br/>D. proficiency</p>          | <p><b>15.</b> A. comes<br/>B. starts<br/>C. stays<br/>D. lives</p>             |
| <p><b>12.</b> A. is chosen<br/>B. had chosen<br/>C. was chosen<br/>D. were chosen</p> |  |

**Section B**

[10 marks]

**Questions 16 – 25**

Read the following information on the different types of television programmes and answer the questions that follow.

**10.00 p.m. Underwater World****Channel 1**

Explore the fathomless oceans with Professor Harrison. Learn about the secrets of the stingray. Catch rare views of the wonders of our marine life in this interesting programme.

**10.00 p.m. Scorpion Phobia****Channel 2**

Giant scorpions start killing the people of a remote town in California. The remaining townsfolk enlist the assistance of a fearless biologist in getting rid of the monsters. Will she succeed? Tune in and find out!

**11.00 p.m. Chinese Theatre : Battleman****Channel 3**

This movie is about a junior military commander who wins a great battle against enemy troops. His courage and wisdom impress the emperor very much. Will his jealous generals plot to get rid of him? Uncover for yourself their evil plan.

**6.00 p.m. Jewel Power****Channel 4**

Princess Carol has to recover a valuable jewel from Ahasa, the evil warlord. Perda, the ‘King of Thieves’, is also after the jewel that contains enormous power. Watch how our heroine embarks on this formidable task in this cartoon.

**9.00 p.m. Comedy Hour : Delicious Cafe****Channel 5**

When Ramli discovers that a *satay* stall outside his cafe has been stealing his customers, he decides to hire the *satay* seller as his chef. Don't miss the comic antics of Ramli.

**Questions 16 – 20**

Using the information given, write the most suitable programme for each person in the boxes below.

No.	DESCRIPTION	PROGRAMME
16	Teik Chua enjoys watching shows with war themes.	
17	Muthu likes to relax by watching comedies.	
18	George enjoys watching cartoons that are filled with exciting adventures.	
19	Irene needs to get information in order to write an essay on a sea creature.	
20	Encik Omar's favourite television programmes are thrillers and horror movies.	

[5 marks]

**Questions 21 – 25**

Complete the sentences below using the information given.

- 21 In the war movie, the emperor is impressed with the commander's .....  
 ..... (1 mark)
- 22 When the remote town is attacked by monsters, the people get the help of .....  
 ..... (1 mark)
- 23 The heroine in the cartoon has to find a valuable jewel that possesses .....  
 ..... (1 mark)
- 24 The cafe owner decides to employ the *satay* seller as his chef because the latter .....  
 ..... (1 mark)
- 25 From the programme on marine life, we can get information on.....  
 ..... (1 mark)

[5 marks]

**Section C**

[25 marks]

**Questions 26 – 30** are based on the following passage.

- 1** How do teachers handle discipline problems now that they are no longer allowed to punish students like the old days? Some 20 or 30 years ago, it was not uncommon to see teachers ‘armed’ with canes, especially before they entered notorious unmanageable classes. Hitting using feather dusters and rulers were popular and effective substitutes when the need arose. I remember Puan Saro, a colleague during my first year of teaching. She was a matronly figure clad in a sensibly starched cotton saree who taught Home Science and English to Form 2 students. **5**
- 2** “The back of a wooden ladle, applied swiftly and surely to belligerent and disruptive students, prevents any possibility of similar behaviour in the near future,” she informed me crisply. Other archaic ‘corrective methods’ that I recall were running around the field three times, standing in a corner or outside the classroom and, of course, the ear squats. According to a teacher, when she was a student in the 1960s, her Maths teacher kept a bunch of wooden rulers tied together under lock and key. Each time students misbehaved or failed to do their homework, the dreaded bunch of wooden rulers would be drawn. After one sharp thwack on the palm, no boy or girl in class would ever forget to complete their Mathematics homework again. **10**  
**15**  
**20**
- 3** Then there were what I call ‘punishment in grades’ methods. One method would start with being made to stand at the back of the classroom for minor offences. Second time offenders had to stand on their chairs. That progressed to standing on the table and the final step was standing on the table placed outside the classroom. The main objective probably was to embarrass, perhaps even humiliate, and to serve as a warning to would-be-offenders. Often the punishment backfired because instead of feeling remorse or ashamed, some of the boys actually enjoyed their new ‘exalted’ position and proceeded to continue disrupting the class with loud moments and long explanations for the benefit of curious passers-by. **25**  
**30**
- 4** These days, caning is not entirely obsolete but female students are definitely exempted. However, common disciplining methods have changed. Counselling sessions are usually arranged. Then we have the warning letters, sent out at intervals and if there is no improvement in the student’s behaviour, the parents may be called to meet with school administrators. **35**

5 At times, suspension letters are issued for more serious offences. When all else fails, the student will finally be issued an expulsion notice. But this is uncommon and done only as the last resort or when the authorities feel that particular student is a threat to the harmony or well being of other students in the school. **40**

6 What happens when things get stolen, wallets for instance? One of the secret methods is to get a basin of water and throw some leaves and grass before getting the senior teachers to recite mumbo-jumbo incantations over the basin in front of the row of suspects. The latter are asked to take a sip of the ‘magical water’. The suspects are told that the guilty student would have a *crippling stomachache* if he or she drank it. The result? Confessions are made almost immediately and stolen properties returned. **45**  
**50**

7 There is an even more novel discipline method employed by a teacher I met who had to handle a class of 35 students who were not only rude but rebellious and disorderly. The teacher bought a picture depicting a demon and stuck it on the notice board. She told the students the ‘demon’ would watch over them. It worked and she never had problems with the class again! **55**

26 (a) From paragraph 1, what was a common sight in schools many years ago?

.....(1 mark)

(b) From paragraph 2, when would the dreaded bunch of wooden rulers be drawn by the teachers?

.....(1 mark)

27 (a) From paragraph 3, write **one** objective of the punishments that had been meted out.

.....(1 mark)

(b) From paragraph 4, which **word** has the same meaning as the word *usual*?

..... (1 mark)

**28** From paragraph 5,

(a) What would be the action taken for more serious offences?

.....(1 mark)

(b) What final action would be taken for these serious offences?

.....(1 mark)

**29** From paragraph 6,

(a) Why do you think the students returned the stolen properties immediately?

.....(1 mark)

(b) What do you understand by the phrase ‘*crippling stomachache*’?

.....(1 mark)

**30** Suggest **two** other ways to deal with misbehaved students, other than the ones mentioned in the passage.

(i) ..... (1 mark)

(ii) .....(1 mark)

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

- the methods used as a punishment to discipline misbehaved students

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 material from **lines 5 to 42**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

*Decades ago, teachers harshly punished students with discipline problems by ...*

[15 marks]

.....

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**Section D**

[25 marks]

**32** Read the following stanzas and answer the questions that follow.

**There's Been a Death in the  
Opposite House**

Somebody flings a mattress out, -  
The children hurry by;  
They wonder if It died on that, -  
I used to when a boy.

The minister goes stiffly in  
As if the *house* were his,  
And he owned all the mourners now,  
And little boys besides;

And then the milliner, and the man  
Of the appalling trade,  
To take the measure of the *house*.  
There'll be that dark parade

*Emily Dickinson*

**32 (a)** Why do the children hurry by?

..... (1 mark)

(b) What does the word *house* actually refer to in the following lines?

i) *As if the house were his*

.....(1 mark)

ii) *To take the measure of the house*

.....(1 mark)

(c) Give **two** reasons why the persona describes the parade as dark?

(i) .....

.....(1 mark)

(ii).....

.....(1 mark)

**33** Read the extract from the short story **The Sound Machine** below and answer the questions that follow.

“Have you got any iodine in your bag?”  
“What if I have?”  
“Then paint the cut with iodine. It’ll sting, but that can’t be helped.”  
“Now look,” the doctor said and again he turned as if to go. “Let’s not be ridiculous. Let’s get back to the house and then...”  
“Paint-the-cut-with-iodine.”  
The doctor hesitated. He saw Klausner’s hands tightening on the handle of the axe. He decided that his only alternative was to run away fast, and he certainly wasn’t going to do that.  
“All right,” he said. “I’ll paint it with iodine.”  
He got his black bag which was lying on the grass about ten yards away, opened it and took out a bottle of iodine and some cotton wool. He went up to the tree trunk, uncorked the bottle, tipped some of the iodine on to the cotton wool, bent down and began to dab it into the cut. He kept one eye on Klausner who was standing motionless with the axe in his hands, watching him.

**33 (a)** What did Klausner want the doctor to do with the tree?

.....(1 mark)

(b) *...he certainly wasn’t going to do that.*  
What does *that* refer to?

.....(1 mark)

(c) Based on this extract, how would you describe Klausner’s behaviour at that time?

.....(1 mark)





**ANSWER SHEET  
FOR SECTION A**

1 A B C D

9 A B C D

2 A B C D

10 A B C D

3 A B C D

11 A B C D

4 A B C D

12 A B C D

5 A B C D

13 A B C D

6 A B C D

14 A B C D

7 A B C D

15 A B C D

8 A B C D



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**PEPERIKSAAN PERCUBAAN  
SIJIL PELAJARAN MALAYSIA 2008**

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**SKEMA PEMARKAHAN**

**BAHASA INGGERIS**

**KERTAS 2**

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**SEKOLAH BERASRAMA PENUH  
SPM TRIAL EXAMINATION 2008  
ENGLISH 1119 / 2**

**SECTION A**

<b>1. D</b>	<b>6. C</b>	<b>11. A</b>
<b>2. D</b>	<b>7. B</b>	<b>12. C</b>
<b>3. B</b>	<b>8. D</b>	<b>13. A</b>
<b>4. A</b>	<b>9. A</b>	<b>14. D</b>
<b>5. A</b>	<b>10. D</b>	<b>15. A</b>

**SECTION B**

<b>16</b>	(Chinese) Theatre : Battleman
<b>17</b>	(Comedy Hour :) Delicious Cafe
<b>18</b>	Jewel Power
<b>19</b>	Underwater World
<b>20</b>	Scorpion Phobia
<b>21</b>	courage and wisdom
<b>22</b>	a (fearless) biologist
<b>23</b>	enormous power
<b>24</b>	has been stealing his customers
<b>25</b>	the secrets of the stingray

*\*\* Correct spelling and punctuation are mandatory.*

**SECTION C:**

**26** (a) teachers armed with canes (1 mark)

*Note : Allow lifting from line 3.*

(b) each time students misbehaved / failed to do their homework (1 mark)

*Note : Allow lifting from lines 17 to 18.*

**27** (a) - to embarrass

- humiliate

- serve as a warning to would-be-offenders

(1 mark)

*Note : Allow lifting from lines 26- 27*

(b) common (1 mark)

**28** (a) suspension letters are issued

(1 mark)

*Note : Allow lifting from line 38.*

(b) an expulsion notice will be issued

*Note : Allow lifting from lines 39 to 40.*

(1 mark)

**29** (a) because they were scared / afraid / frightened

(1 mark)

(b) a very painful / unbearable / intolerable stomachache

(1 mark)

**30** Accept any possible / logical answer.

Examples: giving advice to peers

getting the PTA involved

informing the students' parents

using religion to guide

(2 marks = 1 mark for each answer)

**SECTION C**

Annotate as follows :

CONTENT	- 10
LANGUAGE	- 5
	=====
TOTAL	15
	=====

Awarding Content Marks

	<b>POINTS</b>
<b>1</b>	using feather dusters and rulers ( <i>line 5</i> )
<b>2</b>	(back of) wooden ladle ( <i>line 10</i> )
<b>3</b>	running around the field (three times) ( <i>lines 13-14</i> )
<b>4</b>	standing in a corner or outside the classroom ( <i>line 14</i> )
<b>5</b>	ear squats ( <i>line 15</i> )
<b>6</b>	a bunch of wooden rulers tied together ( <i>line 16</i> )
<b>7</b>	stand at the back of the classroom ( <i>lines 22-23</i> )
<b>8</b>	stand on the chair ( <i>lines 23-24</i> )
<b>9</b>	stand on the table ( <i>line 24</i> )
<b>10</b>	stand on the table outside the classroom ( <i>line 25</i> )
<b>11</b>	counselling sessions ( <i>line 34</i> )
<b>12</b>	sending out warning letters ( <i>line 35</i> )
<b>13</b>	parents called to meet with school administrators ( <i>lines 36-37</i> )
<b>14</b>	suspension letters are issued ( <i>line 38</i> )
<b>15</b>	expulsion notice is issued ( <i>lines 39-40</i> )

**Question 31**

**Summary**

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

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$$9 \div 2 = 4.5 = \underline{\underline{5 \text{ marks}}}$$

STYLE AND PRESENTATION DESCRIPTORS SUMMARY			
MARKS	PARAPHRASE	MARKS	USE OF ENGLISH
<b>5</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>- a sustained attempt to rephrase the text</li> <li>- expression is secure</li> <li>- difficult phrases from text may be substituted</li> </ul>	<b>5</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>- language is accurate</li> <li>- occasional errors</li> <li>- sentence structure varied</li> <li>- marked ability to use original complex syntax</li> <li>- punctuation accurate</li> <li>- spelling correct throughout</li> </ul>
<b>4</b> <b>Good</b>	<ul style="list-style-type: none"> <li>- noticeable attempt to rephrase the text</li> <li>- free from stretches of lifting</li> <li>- expression is generally secure</li> </ul>	<b>4</b> <b>Good</b>	<ul style="list-style-type: none"> <li>- language is almost always accurate</li> <li>- serious errors will be isolated</li> <li>- some variation of sentences</li> <li>- punctuation accurate</li> <li>- spelling largely accurate</li> </ul>
<b>3</b> <b>Fair</b>	<ul style="list-style-type: none"> <li>- intelligent and selective lifting but limited attempts to rephrase</li> <li>- expression may not always be secure</li> </ul>	<b>3</b> <b>Fair</b>	<ul style="list-style-type: none"> <li>- language largely accurate</li> <li>- simple structures dominate</li> <li>- serious errors not frequent but noticeable</li> <li>- spelling nearly always accurate</li> </ul>
<b>2</b> <b>Unsatisfactory</b>	<ul style="list-style-type: none"> <li>- total lifting of text but not a complete transcript</li> <li>- attempts to substitute but only for single words</li> <li>- irrelevant sections, more frequent</li> </ul>	<b>2</b> <b>Unsatisfactory</b>	<ul style="list-style-type: none"> <li>- meaning is not in doubt</li> <li>- serious errors more frequent</li> <li>- simple structures accurate but not maintained</li> <li>- spelling accurate</li> <li>- some irrelevant parts</li> </ul>
<b>0-1</b> <b>Poor</b>	<ul style="list-style-type: none"> <li>- more or less a transcript of the text</li> <li>- no originality</li> <li>- irrelevant sections copied</li> </ul>	<b>0-1</b> <b>Poor</b>	<ul style="list-style-type: none"> <li>- heavy frequency of errors – hampers reading</li> <li>- fractured syntax / fragmented</li> </ul>

## SECTION D

## LITERATURE COMPONENT ANSWERS

<b>32a</b>	they are afraid / frightened / scared (1 mark)
<b>32b</b>	i) the house of the dead person / the house of the dead person's family (1 mark) ii) the coffin / the box which the/a dead body is put into (1 mark)
<b>32c</b>	To merit 2 marks, students are required to include any <b>TWO</b> of the following elements : - it is a sad / sombre / solemn occasion - people are in mourning - the people / mourners are wearing dark / black clothes  <i>**Accept any other relevant answers (1 mark for each answer = 2 marks )</i>
<b>33a</b>	paint/treat the cut with iodine / apply iodine to the cut (1 mark)
<b>33b</b>	run away fast (1 mark)
<b>33c</b>	crazy / mad / insane / irrational / unstable / psychotic (1 mark)
<b>33d</b>	<b>Yes</b> , I would. I would be afraid for my life as he has a weapon in his hand. If I refuse to do what he says, he might get angry and hurt me with that weapon, etc.  <b>No</b> , I would be embarrassed to be seen putting iodine on a tree as usually humans get treated not trees, etc. (2 or 0 marks)  <i>**Accept any other relevant answer.</i>

**Question 34**

**AWARDING CONTENT MARKS :**

*Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT**.*

SCORE	BAND DESCRIPTORS
9 – 10	<p><b>The response contains a majority of the following :</b></p> <ul style="list-style-type: none"> <li>• Response, relevant to specified task</li> <li>• Events chosen, well supported and linked with evidence / knowledge from text</li> <li>• Main and supporting ideas, relevant to specified task</li> <li>• Ideas, clearly presented, well-organised and easily understood</li> </ul>
7 – 8	<p><b>The response contains a majority of the following :</b></p> <ul style="list-style-type: none"> <li>• Response, relevant to the task</li> <li>• Events chosen, usually supported and linked with knowledge / evidence from text</li> <li>• Mains and supporting ideas, mostly relevant to specified task</li> <li>• Ideas, clear and can be understood</li> </ul>
5 – 6	<p><b>The response contains a majority of the following :</b></p> <ul style="list-style-type: none"> <li>• Response, intermittently relevant to specified task</li> <li>• Events chosen, supported and linked with some knowledge or evidence to specified task</li> <li>• Some ideas, relevant to the specified task</li> <li>• Ideas, generally clear, can be understood but lack organisation</li> </ul>
3 – 4	<p><b>The response contains a majority of the following :</b></p> <ul style="list-style-type: none"> <li>• Response, barely relevant to specified task</li> <li>• Events chosen, unlikely identified or even when identified, not likely to be linked to the text</li> <li>• Ideas, hardly relevant to specified task</li> <li>• Ideas, difficult to understand</li> </ul>
1 – 2	<ul style="list-style-type: none"> <li>• <b>No understanding</b> of task requirement</li> <li>• <b>Disorganised writing</b> – incoherent; <b>ideas, irrelevant</b> to the specified task</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response <b>other than English</b></li> <li>• <b>No response</b></li> <li>• Response, <b>not related</b> to the novel</li> </ul>

**AWARDING LANGUAGE MARKS :**

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **LANGUAGE**.

MARK	USE OF LANGUAGE
5	<ul style="list-style-type: none"> <li>• Language, accurate, with very occasional slips</li> <li>• Occasional minor errors, first draft slips</li> <li>• Sentence structure, varied</li> <li>• Punctuation, accurate and helpful</li> <li>• Spelling, secure throughout response</li> </ul>
4	<ul style="list-style-type: none"> <li>• Language, almost always accurate</li> <li>• Sentences, some variation</li> <li>• Punctuation, accurate and generally helpful</li> <li>• Spelling, nearly always secure</li> </ul>
3	<ul style="list-style-type: none"> <li>• Language, largely accurate</li> <li>• Simple structures dominate</li> <li>• Serious errors, not frequent although noticeable</li> <li>• Serious errors with sophisticated structures</li> <li>• Punctuation, largely accurate</li> <li>• Spelling, mostly secure</li> </ul>
2	<ul style="list-style-type: none"> <li>• Meaning, not in doubt</li> <li>• Serious errors, becoming more frequent</li> <li>• Simple structures, accurate but not sustained</li> <li>• Simple punctuation, usually correct, with occasional separation errors</li> <li>• Spelling, largely accurate but mistakes with more difficult words</li> </ul>
0 – 1	<ul style="list-style-type: none"> <li>• Serious errors, heavy frequency, impeding reading</li> <li>• Fractured syntax, more pronounced, with punctuation faltering</li> <li>• Sentence separation errors, frequent</li> </ul>