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| For Examiner’s Use   |  |  | | --- | --- | | **1(a)** | | |  | | |  | **2** | |  | **1** | (a) | Diagram 1 shows two astronomical instruments, X and Y.  Name the astronomical instruments X and Y with the words given.  *Rajah 1 menunjukkan 2 alat astronomi, X dan Y.*  *Namakan alat astronomi X dan Y tersebut dengan menggunakan perkataan yang diberi.*  Satellite Spaceship  *Satelit*  K*apal angkasa*  Related image  Related image  Y:……………….  X:………………..  [2marks/markah]  Match the following types of satellites with their functions.  *Padankan pelbagai satelit berikut dengan fungsinya.*   |  |  |  | | --- | --- | --- | | **Types of satellites**  **J*enis satelit*** |  | **Function**  ***Fungsi*** | |  |  | | Communication satellite  *Satelit komunikasi* | For spying, security and defence of a country.  *Untuk perisikan, keselamatan dan pertahanan sesebuah negara.* | |  |  | | Military satellite  Satelit tentera | Enable global services through the internet, telephone, radio and live telecast event anywhere on earth.  *Membolehkan perkhidmatan global melalui internet, telefon, radio dan siaran langsung peristiwa di mana-mana tempat di bumi.* |   [2marks/2markah] |
| |  |  | | --- | --- | | 1(b) | | |  | | |  | 2 | |  | (b) |

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| 2 | (a) | Diagram 2 shows the position of the meniscus liquid in a measuring cylinder.  *Rajah 2 menunjukkan kedudukan meniskus cecair dalam sebuah silinder penyukat.*  C:\PT3\pt3 2018\meniskus.png  meniscus  *meniskus*  White paper  *Kertas putih*  liquid  *cecair*  Diagram 2/Rajah 2 | |  | For Examiner’s Use |
|  |  | (i) | Tick (√) on Diagram 2 to indicate the correct position of the eye to take the measurement of the measuring cylinder  *Tandakan* (√) *pada Rajah 2 untuk menunjukkan kedudukan mata yang betul untuk mengambil bacaan silinder penyukat*  1marks/*markah]* | |  |  | | --- | --- | | *1(a)(i)* | | |  | | |  | *1* | |
|  |  | (ii) | Mark (**√**) on the correct statement of Diagram 2 above.  *Tandakan* (√) *pada penyataan yang betul mengenai rajah 2 di atas.*   |  |  |  | | --- | --- | --- | | The white paper is placed behind the measuring cylinder so that meniscus can be enlarged  *Kertas putih diletakkan di belakang silinder penyukat supaya meniskus dapat diperbesarkan* |  |  | | The white paper is placed behind the measuring cylinder so that meniscus can be clearly seen  *Kertas putih diletakkan di belakang silinder penyukat supaya meniskus dapat dilihat dengan jelas* |  |  |   [1mark/*markah]* | |  |  | | --- | --- | | 2(a)(i) | | |  | | |  | 1 | |

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| For Examiner’s Use   |  |  | | --- | --- | | 2(b) | | |  | | |  | 2 | |  | 2 | (b) | Measure and write the readings of the following apparatus.  *Ukur dan tulis bacaan radas berikut.*   |  |  | | --- | --- | |  |  | | \_\_\_\_\_ ml | \_\_\_\_\_ oC |   [2marks/*markah]* |

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| 3 | Diagram 3 shows a support system in land animal.  *Rajah 3 menunjukkan sistem sokongan pada haiwan darat.*  P:  Q:    Diagram /*Rajah 3* | |  | For Examiner’s Use |
|  | (a) | Label P and Q in Diagram 3 using the words given below  *Label P dan Q pada Rajah 3 menggunakan perkataan yang diberikan dibawah.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Pectoral girdle  *Lengkungan pektoral* |  | Cartilage  *Tulang rawan* |  | Pelvic girdle  *Lengkungan pelvis* |     2marks/markah] | |  |  | | --- | --- | | 3(a) | | |  | | |  | 2 | |
|  | (b) | Invertebrate animals have two types of support system which are exoskeleton and hydrostatic skeleton.  Mark (√ ) for the animals which is classified into hydrostatic skeleton.  *Haiwan invertebrata terdiri daripada dua jenis sistem sokongan iaitu rangka luar dan rangka hidrostatik.*  *Tandakan (√ ) bagi haiwan yang dikelaskan dalam kumpulan rangka hidrostatik.*   |  |  |  |  | | --- | --- | --- | --- | | *Image result for starfish drawing* | | *Image result for support system in animals* | | |  | |  | | |  | |  | | |  | |  | | |  |  |  |  | | *Image result for support system in animals* |  | |  | | *Image result for support system in animals* | | |  | |  | | |  | |  | | |  | |  | | |  |  |  |  | |  |  |   *\\\*  [2marks/markah] | |  |  | | --- | --- | | 3(b) | | |  | | |  | 2 | |

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| |  |  | | --- | --- | | 4 | | |  | | |  | 4 |   For Examiner’s Use |  | 4 | Figure 4 shows several species of animals. Classify the animals either mammals, reptiles, birds or fish.  Rajah 4 menunjukkan beberapa jenis spesis haiwan. Kelaskan haiwan-haiwan tersebut samada mamalia, reptilia, burung atau ikan.  Related image  Image result for eel  Class :………………  kelas:…………………  Class:…………  kelas:………………  Image result for ikan paus  Image result for penyu+sketch  Class :………………………  kelas:…………………  Class :………………………  kelas:………………………  [[4marks/*4markah]* |

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| 5 | (a) | Diagram 5 shows a boy kicking a ball.  *Rajah menunjukkan seorang budak lelaki sedang menendang bola.*    Diagram /*rajah 5* | | |  | For Examiner’s Use |
|  |  | Choose the type of force involve in the activity above.  *Pilih jenis daya yang terlibat dalam aktiviti di atas.*  *Tandakan (* Image result for tick symbol *) bagi jawapan yang betul.*   |  |  |  |  | | --- | --- | --- | --- | |  | Pushing  *Tolakan* |  | Pulling  *Tarikan* |   [1marks/1markah] | | | |  |  | | --- | --- | | 5(a) | | |  | | |  | 1 | |
|  | (b) | State **two** effect of force to the ball.  *Nyatakan* ***dua*** *kesan daya terhadap bola itu*  I:…………………………………………………………………………………………………….  I:…………………………………………………………………………………………………....  [2marks/*2markah]* | | | |  |  | | --- | --- | | 5(b) | | |  | | |  | 2 | |
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| |  |  | | --- | --- | | 5(c) | | |  | | |  | 1 |   For Examiner’s Use |  | 5 | (c) | The Earth’s gravitational force pulls all objects around it towards the centre of the earth.  *Daya tarikan graviti Bumi menarik semua objek di sekitarnya ke arah pusat Bumi.*  Give one benefits of the Earth gravitational force to human.  *Berikan satu manfaat daya tarikan graviti Bumi kepada manusia*  ………………………………………………………………………. |
| |  |  | | --- | --- | | 5(d) | | |  | | |  | 2 | |  | (d) | Two magnet that place closer to one another will create a force of repulsion and a force of attraction.  *Apabila dua magnet diletakkan berdekatan antara satu sama lain akan menghasilkan daya tolakan dan daya tarikan.*  Write TRUE or FALSE in the space in the box below  *Tulis BENAR atau PALSU didalam kotak di bawah*   |  |  | | --- | --- | | **Statement/*Pernyataan*** | **TRUE/FALSE**  ***BENAR/PALSU*** | | The force of repulsion between two magnet exists when two like poles are placed together.  *Daya tolakan antara dua magnet wujud apabila dua kutub yang sama diletakkan bertentangan.* |  | | The force of attraction between two magnet exists when two like poles are placed together.  *Daya tarikan antara dua magnet wujud apabila dua kutub yang sama diletakkan bertentangan.* |  |   [2marks/markah] |

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| 6 | Diagram shows the cross section of lung  *Rajah menunjukkan keratan rentas satu bahagian peparu.*  Scan_20180719  Diagram 6.1/*rajah 6.1* | |  | For Examiner’s Use |
|  | (a) | Name the parts labeled B and C  *Namakan bahagian-bahagian yang berlabel B dan C*  A: Alveolus  B : ………………………  C :…………………….  [2marks/markah] | |  |  | | --- | --- | | 6(a) | | |  | | |  | 2 | |
|  | (b) | Based on Diagram 6.2 Arrange the steps in the table below to show the breathing in mechanism.  *Berdasarkan rajah 6.2 susun langkah-langkah dalam jadual di bawah untuk menunjukkan proses menarik nafas berlaku*.    Inhale process/Menarik nafas  Scan_20180719 (2)  Diagram/*rajah 6.2*   |  |  | | --- | --- | |  | Pressure inside the lung decrease  *Tekanan udara dalam peparu berkurang* | |  | Diaphragm flatten.  *Diafragma menjadi rata* | |  | Rib cage moves up and out.  *Sangkar rusuk bergerak ke atas dan ke luar* | |  | Volume of thoracic cavity increase.  *Isipadu rongga toraks bertambah* | | 5 | Air enter into the lungs.  *Udara masuk ke dalam peparu* |   *[2marks/markah]* | |  |  | | --- | --- | | 6(b) | | |  | | |  | 2 | |

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| |  |  | | --- | --- | | 6(c ) | | |  | | |  | 2 |   For Examiner’s Use |  | 6 | (c ) | Diagram 6.3 shows the process of gaseous exchange that happens inside a lung.  *Rajah 6.3 menunjukkan proses pertukaran gas yang berlaku dalam peparu.*  Scan_20180719 (4)  Diagram /*rajah 6.3*  What are gases X and Y?  *Apakah gas X dan Y?*  X:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Y:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [2marks/markah] |  |

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| 7 | (a) | Which of the following resources are renewable energy resource?  *Antara berikut yang manakah merupakan sumber tenaga boleh diperbaharui?*  Tick (√) the correct answer.  *Tandakan (√) pada jawapan yang betul.*   |  |  | | --- | --- | | Biomass  *Biojisim* |  | | Nuclear substances  *Bahan-bahan nuklear* |  | | Fossil fuel  *Bahan api fosil* |  | | Geothermal  *Geoterma* |  |   [2marks/*markah]* |  | |  |  | | --- | --- | | 7(a) | | |  | | |  | 2 |   For Examiner’s Use |
|  | (b) | Diagram 7.1 shows an object that uses energy to move.  *Rajah 7.1 menunjukkan satu alat yang menggunakan tenaga untuk bergerak.*  Image result for sail boat  *Diagram /rajah7.1*  Name the source of energy uses by the object in diagram 7.1?  *Namakan sumber tenaga yang digunakan oleh objek dalam rajah 7.1?*  ………………………………………………………………………  [1mark/markah] | |  |  | | --- | --- | | 7(b) | | |  | | |  | 1 | |

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| For Examiner’s Use |  | 7 | (c) | Diagram 7.2 shows two types of resources used in the power stations for the generator of electricity.  *Rajah 7.2 menunjukkan dua sumber tenaga yang digunakan oleh penjanaan elektrik.*  Image result for solar panel  Image result for wind turbine  (ii) Solar power plant  *Stesen janakuasa solar*  (i) Wind turbine power station  *Stesen janakuasa angin* | |
| |  |  | | --- | --- | | 7(c ) | | |  | | |  | 1 | |  |  | (i) | State one advantage of using the energy sources in the above diagram.  *Nyatakan satu kebaikan dalam penggunaan sumber tenaga yang ditunjukkan dalam rajah di atas.*  *…………………………………………………………….*  [1mark/markah] |
| |  |  | | --- | --- | | 7( c)(ii) | | |  | | |  | 2 | |  |  | (ii) | You as an engineer are toldeed to build a power station. Which one is suitable to build at Malaysia. Justify your answer  Anda sebagai seorang jurutera dikehendaki membina sebuah janakuasa. Yang mana sesuai dibina di Malaysia? Wajarkan jawapan anda.  …………………………………………………………………  ……………………………………………………………….. |

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| 8 | Silicon is the second most common mineral in the Earth crust.  *Silikon merupakan mineral kedua terbanyak dalam kerak bumi*   |  |  |  |  | | --- | --- | --- | --- | | Silicon  *Silikon* | silicate  *Silikat* | Calcium carbonate  *Kalsium karbonat* | Silica  *Silika* | | | |  | For Examiner’s Use |
|  | (a) | Complete the following statements using the words given above.  *Lengkapkan pernyataan berikut menggunakan perkataan yang diberi atas.* | | |  |  | | --- | --- | | 1(a) | | |  | | |  | 1 | |
|  |  | i | \_\_\_\_\_\_\_\_\_\_is a silicon dioxide consisting of silicon and oxygen.  *\_\_\_\_\_\_\_\_\_\_ ialah silikon dioksida yang terdiri daripada silikon dan oksigen.* | |  |  | | --- | --- | | 1(a) | | |  | | |  | 1 | |
|  |  | ii | \_\_\_\_\_\_\_\_\_\_\_ is a silicon compound consisting of silicon, metal and oxygen.  *\_\_\_\_\_\_\_\_\_\_ ialah sebatian silikon yang terdiri daripada silikon, logam dan oksigen.* |  |  |

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| 8 | (b) | (i) | The diagram 8.1 below shows an activity carried out by a group of student.  *Rajah8.1 di bawah menunjukkan satu aktiviti yang dijalankan oleh sekumpulan pelajar*  The following table shows the result of the activity.  *Jadual berikut menunjukkan keputusan aktiviti berikut.*   |  |  | | --- | --- | | **Activity**  ***Aktiviti*** | **Observation**  ***Pemerhatian*** | | P | Sand does not dissolve in water.  *Pasir tidak melarut dalam air.* | | Q | Sand does not react with hydrochloric acid.  *Pasir tidak bertindak balas dengan asid hidroklorik.* | | R | No reaction accurs.  *Tiada tindak balas berlaku.* |   Predict what would happens when the sand is replaced with clay in the activity.  *Ramalkan apa yang akan berlaku jika pasir digantikan dengan tanah liat dalam aktiviti tersebut.*   1. P : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Q : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | |  |  | | --- | --- | | 1(a) | | |  | | |  | 1 |   For Examiner’s Use |
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| For Examiner’s Use |  | 8 | (c) | Silicon compounds have many uses in everyday life. Explain the use of silicon compounds specified below:  *Sebatian silikon mempunyai pelbagai kegunaan dalam kehidupan seharian. Jelaskan kegunaan sebatian silikon yang dinyatakan di bawah*  i ) Asbestos/Asbestos :…………………………………………..  ii ) Clay / tanah liat :…………………………………………… |

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| 9 | A food web in a forest ecosystem is shown in Diagram 9.1  *Suatu siratan makanan dalam ekosistem sebuah hutan ditunjukkan dalam Rajah 9.1*    Diagram /rajah 9.1 | |  | For Examiner’s Use |
|  | (a) | Name **two** the organisms that are tertiary consumers  *Namakan* ***dua*** *organisma yang merupakan pengguna tertier*.  ………………………………………………………………………..  [2marks/markah] | |  |  | | --- | --- | | 9(a) | | |  | | |  | 2 | |
|  | (b) | Which population will most likely decrease immediately if more sparrows are introduced into this ecosystem? Give your reason.  *Populasi yang manakah mungkin akan berkurang dengan cepat jika lebih banyak burung pipit masuk ke dalam ekosistem ini?Berikan sebab anda*  ……………………………………………………………………………..  …………………………………………………………………………………. | |  |  | | --- | --- | | 9(b) | | |  | | |  | 2 | |

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| For Examiner’s Use |  | 9 | (c) | The oil palm plantation is attacked by a type of pest known as rhinoceros beetles which affect the base of the palms fronds perforated and the young shoots that develop into fractures. Therefore, the operator of oil palm plantation puts an effort to overcome the problem by supplying fungus Metarhizium anisopliae at the oil palm plantation.  The bar chart in Diagram 9.2 shows the population of oil palms and rhinoceros beetles before and after supplied fungus Metarhizium anisopliae at the oil palm plantation.  *Ladang kelapa sawit telah diserang oleh sejenis makhluk perosak bernama kumbang badak.yang menyebabkan pangkal pelepah sawit berlubang dan pucuk muda yang berkembang patah. Oleh itu, pengusaha ladang sawit berusaha untuk mengatasi masalah tersebut dengan membekalkan kulat Metarizium anisopliae di lading sawit.*  *Carta bar dalam Rajah 9.2 menunjukkan populasi kelapa sawit dan kumbang badak sebelum dan selepas dibekalkan kulat Metarizium anisopliae di ladang kelapa sawit.* |
| |  |  | | --- | --- | | 10(a) | | |  | | |  | 1 | |  |  | Population  *Populasi*  A – Oil palm  *Kelapa sawit*  Population  *Populasi*    C  B  B  A  A  After  *Selepas*  Before  *Sebelum*  C – Fungus Metarhizium  anisopliae  *Kulat Metarizium*  *anisopliae*  B – Rhinoceros beetle  *Kumbang badak* |

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| 9 | (c ) | (i) | Based on the bar chart in Diagram 9.2, explain the changes in the population of oil palms and rhinoceros beetles.  *Berdasarkan carta bar dalam Rajah 9.2, jelaskan perubahan pada populasi kelapa sawit dan kumbang badak.*  ……………………………………………………………………  …………………………………………………………………..  [2marks/markah] |  | For Examiner’s Use   |  |  | | --- | --- | | 9(c)(i) | | |  | | |  | 2 | |
|  |  |  | Explain how the method used gave positive impacts to the operator of oil palm plantation and the environment.  *Jelaskan bagaimana kaedah yang digunakan memberi kesan positif kepada pengusaha ladang sawit dan alam sekitar*  *…*………………………………………………………………….  …………………………………………………………………….  …………………………………………………………………… | |  |  | | --- | --- | | 9(c)(ii) | | |  | | |  | 2 | |

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| |  |  | | --- | --- | | 1o(a) | | |  | | |  | 2 |   For Examiner’s Use |  | 10 | (a) | Circle **two** natural resources from the following list .  *Bulatkan* ***dua*** *sumber semulajadi daripada senarai berikut*   |  |  |  |  | | --- | --- | --- | --- | | Water  *air* | Cans  *tin minuman* | Plants *tumbuhan* | Nail  *paku* |   [2mark/*markah*] |
| |  |  | | --- | --- | | 10(b) | | |  | | |  | 2 | |  | (b) | Aminah is cleaning her house. Diagram 10.1 shows that she wants to separates her waste.  *Aminah sedang mengemas rumahnya. Rajah 10.1 menunjukkan dia ingin memisahkan bahan buangannya*.    Diagram/rajah 10.1  She know that incorrect disposal may cause problems. Give two ways how to conserve and help the environment  *Aminah tahu bahawa pelupusan sisa buangan yang tidak sesuai boleh menimbulkan masalah. Berikan dua cara bagimana untuk memelihara dan untuk membantu alam sekitar*  ……………………………………………………………………………  ……………………………………………………………………………….  [2marks/markah] |

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| 10 | (c) | (i) | The diagram 10.2 show the location that Aminah and her family have their picnic. That beach was filled with former polystyrene.  *Rajah 10.2 menunjukan lokasi Aminah dan keluarganya berkelah di pantai. Pantai ini dipenuhi dengan bekas polistirena*  C:\Users\acer\Documents\MAMA\TRIAL 2018\mongabay-sampah-pantai-kuta-1.jpg  *Diagram/rajah 10.2*  State **two** effetcs on the dumping of polystyrene containers to the environment.  *Nyatakan* ***dua*** *kesan pembuangan bekas polistirene terhadap alam sekitar.*  *………………………………………………………………………….*  *……………………………………………………………………………*  [2marks/markah] |  | |  |  | | --- | --- | | 10(c)(ii) | | |  | | |  | 2 |   For Examiner’s Use |
|  |  | (ii) | Suggest **two** other materials that can replace the usage of polystyrene containers  *Cadangkan* ***dua*** *bahan lain yang boleh menggantikan bekas polistirene.*  *………………………………………………………………*  *…………………………………………………………………*  [2marks]  [2markah] | |  |  | | --- | --- | | 10(c)(ii) | | |  | | |  | 2 | |

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| For Examiner’s Use |  | 1 | (a) | (i) |  |  |  | For Examiner’s Use |
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