



**KUPASAN MUTU JAWAPAN**

**BAHASA INGGERIS 1**

**1119/1**

**S P M**

**TAHUN 2012**



**KEMENTERIAN  
PENDIDIKAN  
MALAYSIA**

**ASSESSMENT INSTRUMENT**

**Code** : 1119/1  
**Marks** : 85  
**Time** : 1 hour 45 minutes

**ASSESSMENT DESIGN**

Paper 1 comprises 2 parts: Section A and B. All questions are to be answered.

Constructs assessed are as follow:

In Section A: Knowledge & Understanding (Reading Skill)

Application (Writing Skills)

In Section B: Application (Writing Skills)

The assembling of the instrument (test paper) is based on the Table of Specification and constructs are being assessed in all contexts. The level of difficulty is based on expert judgment.

Type of instrument : Subjective written test  
Type of items : Open response  
Section : A: Directed Writing  
B: Continuous Writing  
Number of questions : A: 1 question  
B: 5 questions (choose one)  
Marks : A: 35  
B: 50  
Scoring : Holistic marking

## **GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS**

### **High Performance**

Candidates in this group displayed very good linguistic ability and were able to address the task accurately and clearly. Few grammatical mistakes were made and a flair for the language was shown. Vocabulary was precise and varied. Varied sentence types and structures were employed to achieve intended effects. The writing was coherent with appropriate use of punctuation and paragraphing. They were able to use suitable connectors to link ideas and sentences. Candidates in this group had little problem with the format. Ideas were well-developed and the response had appropriate tone and style. Candidates made use of all the information provided in the question.

### **Average Performance**

Candidates with average performance showed understanding of the requirements of the task but lacked the linguistic ability to write effectively. They were unable to sustain accuracy for long. However, most of the errors were single word errors. Vocabulary was limited and sentence structures repetitive. Answers generally displayed a lack of organization and coherence. The content points were expressed clearly with most candidates using all the points listed in the question. Ideas were developed but were at times disorganized. The correct format, a letter, was used.

### **Low Performance**

Candidates lacked the language competence and gave Section A the minimal treatment. There was a high density of serious errors which caused blurring in meaning and in some places, meaning was hardly comprehensible. In extreme cases, candidates merely copied the questions and did not attempt the question. Nonetheless, Section A did offer some opportunity for the candidates to answer because guidance/points/key words were provided. For candidates of this group, format might be completely missing or incorrect. Response was not organized. Ideas were not developed or lifted without proper context. Some resorted to stringing or use of words which showed little or no understanding. Some merit could still be given for content. In very weak candidates, there was a noticeable use of Bahasa Malaysia and interference from mother tongue.

The rest of the report will provide details on the performance of candidates in the above three groups. Authentic responses are used (errors included) to give teachers and students an insight into the finer points of what a good answer should be like as well as some of the pitfalls to avoid. This can be realized by looking at the strengths and weaknesses of the candidates. Some recommendations for teachers and students are provided at the end of each section.

## STRENGTHS AND WEAKNESSES OF THE CANDIDATES

Examples taken from the candidates' responses

### STRENGTHS

#### 1. Format

	8-10-7 Vista Amani
	Jalan Tasik Permaisuri 3,
	Bandar Tun Razak
	56000 Kuala Lumpur.
	6 November 2012
Dear Alicia,	

The candidate is expected to know the correct layout of the different formats. In this case, the candidate is able to provide a proper format for a friendly letter. A proper address and salutation/ greeting is given.

\_\_\_\_\_  
Your loving sister,  
\_\_\_\_\_  
*huffan*  
\_\_\_\_\_

There is also an appropriate ending to the letter.

How are you doing in the Land-Down-South of Australia? It has been ages <del>se</del> since
I last heard from you. Our parents and I are starting to fuss and worry over the little baby
of our family. We thank God that we are doing well back here in Malaysia, despite the
ever-changing weather conditions.

There is a proper greeting and a suitable introduction to the talk.

## 2. Content

Candidates are required to focus on the requirements of the question. These requirements are usually listed in the form of points. For 2012, candidates should be able to make use of all the information/points. These content points are the details to be included in the letter based on the question. The candidate is supposed to include all of them. The points are:

- . *shopping list*
- . *necessary items*
- . *compare prices*
- . *cheaper brands*
- . *Budget*
- . *what you can afford*
- . *buy during sales*
- . *Discounts*
- . *own cooking*
- . *Cheaper*
- . *leisure time activity*
- . *think about cost*

## 3. Accuracy

Moreover, I think you should start doing your own cooking more often. Homemade
meals are not only cheaper, it is much healthier too because you know exactly what ingredients
are added into your cooking. Besides, <del>what</del> it is a great opportunity for you to <del>gain</del> learn some
independence and shape you into a good wife in the future. One other important <del>advise</del> advice you
should consider is how much you spend on leisure time activities. Remember to stop and smell the
roses <del>stay</del> <sup>?</sup> alright? Think about the cost and do not take our parents' money for granted.

The candidate is able to produce a piece of writing that is almost entirely accurate (see example above). Very few errors are made as the candidate understands the rules of the language (grammar). As a result, the meaning is brought across clearly and effectively. The reader has little difficulty understanding the letter. It is therefore imperative that the candidate prepares himself by knowing and understanding the type of errors he is committing so that he can improve in the accuracy of his writing.

#### 4. Sentence Structure

Furthermore, you should also stick with your budget. Plan how you are going to spend your money for the month and make sure you have some money remaining by the end of the month. My advice to you is <sup>restraint yourself from</sup> ~~try not to~~ borrowing money from your friends or worse still, loan sharks.

Sentence structure is varied and sophisticated showing candidate's ability to use sentence length and type to achieve an intended effect. In the above example, the candidate employs different sentence structures to make the advice on spending money wisely, clear and effective. Here, we can see the use of simple as well as compound and complex sentences.

#### 5. Vocabulary

During the festive seasons, there are bound to be sales. That is the time you can wrangle the best deals and get discounts for what you buy. If you have enough to spend, maybe you can treat yourself by buying things you want. It is also cheaper to do your own cooking than ~~to~~ eating out especially when you are overseas. You just have to stock up some ingredients and prepare yourself a simple meal. Maybe your roommate can help you with that too. If you

Vocabulary is wide and used with precision. The phrases, "wrangle the best deals" and "stock up on" are used accurately and carry the precise meaning that is required. The reader knows exactly what the candidate is trying to convey. It is advisable for the candidate to have a good range of vocabulary and know how to use it correctly.

## 6. Organisation

First and foremost, do you know what shopping really is? It is not about spending money and buying things. There is a term called window shopping, also known as 'shop without money'. I know that you are a determined shopper. Therefore, create a shopping list consists of only necessary items. You do not have to buy everything, you know. Next, window shopping does not mean that you do not buy anything while you are out and about. It is for you to compare prices to acknowledge brands that are cheaper and acquire the same qualities with what you usually have.

Paragraphs are well planned, have unity and are appropriately linked. In the example above, use of connectors such as **First and foremost**, **therefore** and **Next** helps in the organization of the writing. The ideas flow smoothly and the reader is able to follow the ideas expressed rather easily. Thus, candidates are expected to use logical and sequence connectors to help organize their writing.

## 7. Punctuation

First and foremost, do you know what shopping really is? It is not about spending money and buying things. There is a term called window shopping, also known as 'shop without money'. I know that you are a determined shopper.

On the whole, punctuation is accurate and helpful to the reader. In the example above, the candidate is able to punctuate accurately, making good use of the comma, question mark, quotation marks and full-stop to aid the reader in the reading of the letter. Thus, it would be helpful for the candidate to have a good grasp of the whole range of punctuation marks and how to use them effectively.

## 8. Spelling

Furthermore, you are my sister. That means that you are a female. We female acquire the ability to cook our own meal. So, by all means, cook your own breakfast, lunch and dinner. It is definitely cheaper that way as you need not spend so much for just a slice of toast. Next is on leisure time activities. I have ~~also~~

Spelling is accurate across the full range of vocabulary used, especially with difficult words. In this case, words those are often spelled wrongly by most students, such as **Furthermore** and **definitely**, are spelled correctly.

## 9. Style and Tone

So, dear sister, I really hope that I could stop your habit of spending with these tips. Make sure to apply and do report if you find any difficulties. I have to go and do study hard. Take care of yourself, Amanda. Send my regards to your peers. Goodbye.

As the question requires the candidate to write a letter to his sister, the appropriate style and tone should be informal, friendly and warm. The reader can feel that this could be a real letter to a younger sister, as in the above example.

## WEAKNESSES

### 1. Format

The candidate does not include all the elements of a friendly letter (address, salutation and signature). The purpose of the letter may not be evident or the letter is not concluded appropriately. Candidates preparing for this paper are advised to know the layout of the various formats as mentioned below;

- friendly letter
- formal letter
- article
- speech
- dialogue
- report

### 2. Content points

because the budget is very cheaper. You also need to leisure time activities to think about your cost. You must to think this because it is very important.

In the example above, meaning expressed for the content point "*leisure time activities*" is unclear. The candidate is supposed to be stating that leisure time activities should not cost too much. So, if they were to choose the activities to participate in, they should consider the cost.

than buy food at in the stall. For the last, you must leisure time for more activities. Think about the cost okay?

In the above example, the point mentioned is also not expressed well as the meaning is distorted.

good for health and cheaper. Then, you must leisure time activities. You must think about cost.

Content points are expressed as given in the question without any effort to make the meaning clear to the reader, for example **leisure time activities**. This is more of stringing words together.

### 3. Accuracy

buy a things during sales, you can get a discounts for every things that you buys. During sales, we can bought so many thing that we like and we will get a discounts for it. This is also the way how to spend your money wisely.

Serious errors are made by the candidates reflecting a lack of understanding of some grammar items. Candidates should always take note of the errors they make in their writing and take steps to understand and correct them. The common errors made by the candidates are shown in the examples below.

#### • Singular/Plural

Other than that, make a budget of things you need to spend on. By doing this, you will

The example above shows a few of these errors made by the candidate : *things*, *a discounts*, *every things* and *so many thing*.

#### • Preposition

The candidate should have written "a budget **for** things"

write down all the necessary items. In case you will missed some of it.  
You must always remember that buy the thing that you need, not the thing that you want. You must compare the prices of the items before you purchase it. This is because different supermarket may charge different prices on some products. Perhaps you can looking for cheaper

### • Wrong verb form

The candidate should have written miss instead of mised and look instead of looking. They should be well-versed in using the:

- present tense form
- present participle
- past tense form
- past participle

One more thing is a your own cooking. When you ~~eat~~ cooking, you can save a bit of money that you always use € for eats at ~~a~~ restaurant. You

### • Articles

In the above example, the article a before the word 'your' is not required. On the other hand, the article a/the is required before the word restaurant.

### 4. Vocabulary

I really hope my advice will help you from spending too much money in the future. We hope..to hear your reply soon. Take care. we love you.

There is evidence of wrong vocabulary used. The word help should be replaced with prevent while the word hear should be replaced with receive. Limited vocabulary or wrong word usage is indicative of a lack of reading or exposure to the language.

Furthermore, you should own cooking at home due to lack of money. There are a lot advantages for own cooking. Own cooking is more cheaper than outside food and also healthrer than outside food. This is because eating food outside probably will have service charge. You can have healthy eating because there is no MSG in your own cooking foods.

In the above example, the candidate is repeating the phrase own cooking 4 times in just a short paragraph. This clearly shows his lack of vocabulary. He could have used different vocabulary to express the same ideas and not depend on the words given in the question for example, *prepare your own food, don't eat out.*

**5. Sentence structures**

First of all, you must have a shopping list for you to write down all the necessary items. In case you will missed some of it. You must always remember that buy the thing that you need, not the thing that you want. You must compare the prices of the items before you purchase it. This is because different supermarket may charge

Sentences structures are repeated, giving the above paragraph a monotonous effect. In the above example, the candidate relies heavily on the structure "... you must ..." A candidate should vary his sentence structures to write more effectively.

**6. Spelling**

cheaper brands. The thirth advise is budget. You should budget your money before you spending & .The budget can save your money if you going to buy shirth, you should going went buy during sales because the time is discounts time. You can buy

Misspelling in some words: **third** and **fourth**. It is advisable for candidates to take note of their weaknesses in spelling especially for common words.

## 7. Style and tone of the speech

My long-worded rant comes to an end, and reflecting back it seems that it is for ~~this~~ the first time that I have written so many words. In conclusion, I bid you again to bear all that I have said in mind, and if you are reading this in the morning, I bid good day to you. That is all, and farewell.

The tone is not particularly suitable. This candidate sounds too formal and stiff for a letter to his sister. The candidate should employ a more friendly and informal style and tone.

## **Recommendations for candidates**

1. Read the instructions/rubric carefully before answering the question – be sure of the format and the task. Underline the key words or task that is required to be performed so that you do not forget to complete the task as you write the essay.
2. Use all the content points given in the rubric. Tick the content points you have used to ensure that all the content points are in.
3. Use appropriate tone: be aware of the audience whether it is addressed to the Principal, teachers or students so that you know whether you need to be formal or informal in your approach.
4. For good students, try to use sophisticated structures and precise vocabulary. For average students, do not write long sentences because the tendency to make mistakes is higher.
5. To improve your spelling, use a dictionary when necessary.
6. Do not take punctuation lightly. Punctuation errors can be serious errors and can cause ambiguity.
7. Read widely to improve general knowledge and vocabulary

## **Recommendations for teachers**

1. Teach students to understand the task of the question and to identify the main content points.
2. Students ought to be given practice on writing in different formats/layout like letter, report.
3. Remind the students to allocate the last 5 to 10 minutes for checking.
4. Students should be taught to use Standard English, not slang.
5. Remind the students to use all the content points given in the rubric.
7. Devote more time on grammar so that the students will be able to write grammatically correct sentences.
8. Train students to write a variety of sentence structures. Teach them how to use the different types of structures appropriate to the tone required in the task.
9. Encourage reading and playing of language games like scrabble, boggle and crossword puzzles.

## **SECTION B (QUESTION 2) – CONTINUOUS WRITING**

In this section, the main objective is to assess the candidates' ability to produce a piece of continuous prose in accurate Standard English. It tests the candidates' ability to respond relevantly and creatively to a task chosen from a number of alternatives. As in each year, five varied topics are given and the candidate has to write a composition of about 350 words on one of the topics. The candidates are advised to spend one hour on this section and the mark allocated for it is 50.

### **GENERAL PERFORMANCE**

Overall, candidates did not fare well in this section. The majority scored below the median while very few belonged to the top range. This shows the weakness of the candidates in the writing skills. Some candidates did not even attempt this section. Increasingly, more candidates are resorting to memorized or prepared responses rather than making a genuine attempt.

## **GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS**

The general performance of candidates is based on three ability groups:

### **High Performance**

This group showed a marked linguistic ability and creativity. They were able to produce a relevant and creative piece of continuous prose. They also displayed a good flair of the language. The language used was almost entirely accurate and very few errors which were first draft slips or minor errors were made. Sophistication, maturity of thought, creativity and originality were clearly visible when they put their ideas and thoughts onto paper. Vocabulary and expressions were apt and precise. Paragraphs were well-planned and the topic was addressed with consistent relevance. Ideas were well-organised, well-developed and coherent. Hence, the writing was able to arouse the reader's interest and it was sustained throughout.

### **Average Performance**

The candidates in this group showed adequate understanding of the requirement of the task. Development of ideas lacked creativity, depth and maturity. Vocabulary lacked precision with a tendency to use repetitive words and structures. This was mainly due to lack of linguistic ability to write effectively. They were not able to sustain accuracy for long. Linguistic errors were frequent and serious. The writing in this category often displayed a lack of organization and coherence, making the composition uninteresting or lacking in liveliness and interest value.

### **Low Performance**

The candidates' responses showed minimal understanding of the requirement of the task. They displayed poor linguistic ability. Lack of language competency sometimes resulted in giving the topic minimal/partial treatment. Their ideas were hardly developed. The content may be comprehensible but high incidence of serious errors often resulted in the blurring of meaning. In some cases, the word order and sentence structures reflected mother tongue interference. As a result, the responses lacked cohesion, were disorganized and almost incomprehensible with frequent extended errors which made reading of the script difficult. In extreme cases, candidates merely copied all the 5 topics or the rubric from Directed Writing. Some did not even attempt the question at all.

## STRENGTH

### 1. Accuracy

In a world full of economic upturns and downturns, money is ~~def~~ evidently a necessity to everyone, regardless of which area of the globe you live in. Undoubtedly, many equate money with power and authority, hence the hunger and greed for wealth is great. However, in the bid to earn more than we already have, we ~~to~~ tend to neglect the fact that we reap only what we sow. Not only that, if we spend as much as we earn, then what is the point in earning more? With that in mind, I believe that there is much importance in saving money for the future.

Language is entirely or almost entirely accurate except for very occasional first draft slips that are generally not reflective of the candidates' overall ability. The above is a good example of this. He is addressing the topic "Saving money for the future". The paragraph is accurate with no grammatical errors. Meaning is clear throughout.

### 2. Sentence Structure

Presently, the police and an ambulance came. Max and I gave our statements to the police while the ambulance took the injured man to the hospital. They had to get the fire department to free the other man. He ~~is~~ was dead.

Sentence structure is varied and sophisticated showing the candidate's proficiency in the language and the ability to use sentence length and type to achieve an intended effect. The above example shows the candidate's ability to use sentences to make his writing effective. Candidates must also use a combination of simple, compound and complex sentences to enhance their writing.

### 3. Vocabulary

First of all, to save money <sup>for the future</sup> you simply have to cut spending. This may seem obvious to the point of monotony, but the fact is simply that too ~~many~~ many Malaysians spend too much and save too little. Lulled into a false sense of security with their little plastic credit cards, people <sup>overextend</sup> ~~overextend~~ themselves financially and lead themselves down the path of bankruptcy. This <sup>applies</sup> ~~applies~~ to both ~~gender~~ genders,

Vocabulary is wide, sophisticated and used with precision. The above candidate employs words/expressions like **to the point of monotony**, **Lulled into a false sense of security**, and **overextend themselves** to put forward his ideas clearly

#### 4. Organisation

of saving, doing so with as much eloquence as I can muster muster. This composition must go no further, for it would tax the attention span of both yours and mine. I bring this to a close, and give my parting words as remember to save and follow the advice above that I have painstakingly written for the benefit of everyone's finances.

Paragraphs are well-planned, have unity and are appropriately linked. This helps greatly in the flow of ideas. In the example above, the candidate provides a suitable conclusion to his response. The candidate should also provide an interesting opening paragraph to draw the attention of the reader. Subsequent paragraphs should be appropriately linked so that the essay will be cohesive and convey a smooth flow of ideas.

#### 5. Punctuation

"Ahem!" I cleared my throat hoping to make my presence noticed. Nine pairs of haunting eyes stared directly directly into mine. I felt uneasy. "Don't be afraid," I muttered uneasily. "But where are your parents?" I asked, concerned.

On the whole, punctuation is accurate and helpful to the reader. In the above example, the candidate uses a range of punctuation marks (the speech marks, exclamation mark, comma, full-stop and question mark) and this helps in the reading as well as to convey the meaning.

## 6. Spelling

knowledge of financial ~~advice~~ advice. For ease of explanation, I shall categorize the "future" into two parts, the first being your children's ~~education~~ higher education. University and college fees can sometimes rank up in astronomical figures, especially the private ones. Government universities cost less, but ~~is~~ it is still no mean sum to be trifled with. My point is, it is always a sorry sight to see teenagers unable

Spelling is accurate across the full range of vocabulary used. Here, the candidate handles commonly misspelled words like **explanation**, **Government**, **astronomical** and **trifled** with confidence.

## 7. Subject Matter

be trifled with. My point is, it is always a sorry sight to see teenagers unable to pursue their studies in an institute of higher learning, resulting from the excesses of their parents during their younger days. Parents, here I specifically address you and request your cooperation in saving up money, the mantra being "save for a better future for your children".

The candidate above is able to provide a profound perspective on financial matters. He is aware of his audience and engages them by making a passionate appeal to them to save money for their future. Candidates should strive to create interest in the readers and sustain it throughout the writing.

## WEAKNESSES

### 1. Accuracy

The candidates' lack of proficiency in the language is reflected in the various kinds of errors made.

teeth, I went down to take breakfast. Then, I waited for my friends at my house as it was my dad who is taking us to Port Dickson. I waited for 2 hours before my friends finally showed up at my house. I told my dad that they are the friends who are going with me. They

The common errors made by the candidates include:

- **Tenses**

- 

The candidate should have used the past tense in these two places: ... my dad who was taking ... and I told my dad that they were the friends who were going with me.

my parents did not encourage me to use public transport. Also, when using public transport they are crowded of people and it will may happen something that we do not expect like we usually seen in television. So I will meet my friends at

- **Preposition**

The candidate should have used *crowded* with people and seen on television instead.

In addition, responsibilities of the government is really important. The government should held a campaign about the importance of cleanliness to maintain the cleanliness in every corner of our country. This can make citizen in our country pay more attention to the importance of cleanliness. The government should work together with media to having advertisement that about importance of cleanliness. The government may printed the details and importance of cleanliness in newspapers and magazines so that everyone in our country can read it.

- **Wrong verb form**

In the above example, the candidate makes two errors with regards to verb form. He should have written "...should hold ..." and "... may print...".

finally make this happen. We all decided to stay 2 days 1 night at the Port Dickson. We all agreed that everyone should bring their own pocket money.

- **Article**

In the above example, the article the before *Port Dickson* is not needed. In other cases, articles may have been omitted.

Meanwhile, many other cars stopped and ~~the~~ its occupant came to give a helping hand. Some helped smother the flames and a couple of them helped direct the passing traffic. We could not do anything to help the other driver

## Singular/Plural

In the example above, the candidate should have written "...many cars stopped and their occupants came ...".

Families were wiped off. I shook my head in disbelieve. Yet I realised that I must have met one of those families.

### • Wrong parts of speech

In the above example, disbelieve (a verb) should be replaced with disbelief, that is a noun. Other examples of parts of speech commonly used wrongly include adjectives and adverbs.

Last but not least, responsibilities of parents is also important. This is because parents is the role model towards their children. Parents must always take care for the cleanliness so that their children will influence by them. Parents should also teach their

### • Subject-verb agreement.

In the excerpt above, responsibilities of parents are instead of is, and parents is should be replaced with parents are.

## 2. Clarity of meaning

money first before married. If not, from the what way we want married and with what you want give your partners eats. Almost thing we do in the world need a money.

Weak students struggle to communicate meaning in their writing. Sometimes, meaning does not come across to the reader like in the example above.

At the same time, <sup>the</sup> parents childrens will take more advantages on what they need because the parents didn't watch them carefully. Then, the childrens will ask anything to their parents about to use the money because the parents didn't treat them nicely.

At times, the meaning is only fairly clear. The reader is not quite sure what the writer is trying to say.

### 3. Vocabulary

Besides that, cleanliness of housing area is really important. Especially there are many children. Cleanliness of housing area can prevent dengue fever. Cases of dengue fever increase day by day so many people are worry about it nowadays. Cleanliness of housing area can also provide neighbourhood to live in comfortable and clean condition. In the presence of cleanliness, everyone in

In the above example, the candidate seems to be lacking in vocabulary and has to resort to repeating the phrase *cleanliness of housing area*.

### 4. Sentence structures

After we go to the optical shop, we went to cinema. We watched a movie, James Bond. We also like a hero in that ~~no~~ film. He is brave, gentle and also handsome. Besides watched a movie, we also ate the popcorn to increas we feel. We so very happy because a movie is very wonderful.

Sentences structures are repeated, giving the following paragraph a monotonous effect. The candidate tends to begin the sentence with, "We ..."

## 5. Spelling

ploughed onto the grass verge. The cars then seperated and one seemed to climb up the embankment before it lost momentum and toppled backwards, landing on ~~the~~ <sup>its</sup> roof, crumbling it. The other car grazed along the embankment

Due to the decline of cleanliness nowadays the government has the obligation to find remedy but to no avail. Perhaps the need

The two candidates here struggle with the spelling of two commonly misspelled words **separated** and **government**

## 6. Punctuation

Next, if you good in cooking. You can cook for your own to save money. Its ~~just~~ waste your money if you ~~goe~~ ~~bu~~ buy food from the stall. Firstly,

In the example above, there should be a comma after *cooking* and *Its* should have been written *It's* (apostrophe missing).

my study form 5 im in SMK Jugra. After i waiting my SPM rezalts. one day a i am use internet because i am continuous study in STPM (Form 6) or collage. So i am apply to STPM

Candidates sometimes use text (SMS) language. In this example, *I* is used in the lower case. Another common error is the use of "u" in place of "you".

## **Recommendations for Candidates**

1. Cultivate the reading habit to enrich vocabulary
2. Write the required number of words, as some wrote far short of the required number of words.
3. Organize the essay in paragraphs.
4. Edit the essay after completing it.
5. Correctional fluid/tape is not encouraged as writing can be smudged or words omitted.
6. Remember to indicate the question number of your answer.
7. Try to be more ambitious in terms of :
  - variety of sentence structures.
  - sophisticated and extended vocabulary
  - interesting expressions

## **Recommendations for Teachers**

1. Incorporate different teaching strategies to teach writing especially for weak students e.g. parallel writing, paragraph writing, process writing,
2. Teach students to plan before they start to write. Use mind-maps etc.
3. More emphasis on grammar and spelling. Have sufficient grammar practice.
4. Journal writing could be a good way for students to express their ideas and by having more writing practice, they may not encounter writer's block.
5. Have extensive reading programmes for students.
6. Organise writing competitions