



KUPASAN MUTU JAWAPAN
BAHASA INGGERIS 2
1119/2

S P M
TAHUN 2012



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

ASSESSMENT INSTRUMENT

Code : 1119/2
Marks : 70
Time : 2 hour 15 minutes

ASSESSMENT DESIGN

Paper 2 comprises 4 parts: Section A, B, C and D. All questions are to be answered.

Constructs assessed are as follow:

Knowledge & Understanding (Reading & Comprehension)

Application (Writing Skills)

The assembling of this paper follows a model of '5-easy, 3-moderate, 2-hard' to achieve a balance of questions. For multiple-choice items, they are arranged according to the context and are pre-tested so the balance of easy/moderate/hard can be ascertained. For the rest of the parts, the assembling of the instrument 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	Objective and subjective written test
Type of items	Multiple- choice, Limited response, Open response
Section A	Based on stimuli and rational cloze: 15 MCQ 15 marks Scoring: Dichotomous
Section B	Information transfer: 10 questions 10 marks Scoring: Analytical
Section C	Reading comprehension: 5 questions Summary writing: 1 question Information transfer: 10 questions 25 marks Scoring: Analytical & Holistic
Section D	Writing in response to literary texts Poem: 1 question Novel: 1 question 20 marks Scoring: Analytical & Holistic

OVERALL PERFORMANCE

On the whole, candidates did quite well in this paper. Candidates with good language proficiency did exceptionally well while candidates with poor language ability were unable to perform well. A very small percentage failed to respond to all or some of the tasks.

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

High performance

Candidates with good language proficiency were able to comprehend and respond to all the tasks relevantly and accurately. Most of them did well in Section A and Section B. They were able to respond well to the reading comprehension task and showed good ability to write the summary in their own words. They also managed to produce answers of a high standard with clear details for Section D (Literature Component).

Average performance

Generally, candidates of average language ability fared quite well in Section A. Candidates had problems with some of the questions. Section B usually produced better-than-average performance. There were a few questions left unanswered in Sections C and D. Some candidates, who used their own words to answer the comprehension and summary questions, were penalised because their limited competency resulted in grammatical and spelling errors which caused distortion of meanings.

Weak performance

Almost all the weak candidates attempted Sections A and B but most of them performed badly. Candidates displayed very poor reading skills. Lifting and over-lifting in sections B and C were evident and the candidates did not show understanding of the test or task. Some candidates did not even attempt sections B, C and D.

PERFORMANCE OF CANDIDATES IN EACH SECTION

SECTION A (Questions 1–15): MULTIPLE-CHOICE QUESTIONS

GENERAL PERFORMANCE

On the whole, candidates were able to do quite well in Section A as they displayed a good understanding of the task. However, performance was better where questions required lower order thinking skills of recall and understanding of main ideas and supporting details.

STRENGTH AND WEAKNESS

Question 1

Many candidates managed to draw the correct conclusion for the task based on a message in a sign. Weaker candidates were not able to do so because they were handicapped by the vocabulary in the sign.

Question 2

Better candidates were able to comprehend the advertisement and understand its main purpose. Weaker candidates were distracted by the other information in the advertisement.

Question 3

Most candidates correctly identified the main purpose of the website. However, the other details in the text distracted the weaker candidates.

Question 4

Many candidates were able to comprehend the text and locate the required information but the weaker candidates misinterpreted the other ideas in the text.

Question 5

Most of the candidates managed to get the correct answer based on the information in the notice. However, weak candidates were confused and misled by the information and the graphics in the notice.

Question 6

Better candidates correctly inferred the answer. However, weaker candidates focused on the situation rather than underlying context.

Question 7

Some candidates were able to correctly deduce the intention of the writer. On the other hand, weaker candidates misinterpreted that intention.

Question 8

Many candidates were able to respond accurately to the task. Weaker candidates, however, failed to comprehend the main reason why the girl was upset with her brother.

Questions 9 - 15

The questions were based on the passage which assessed candidates' grammar and vocabulary. The passage was about the writer's involvement with the Malaysian Nature Society and her love for nature.

Question 9

She immediately knew she had found something she _____ share with her young family.

Better candidates were able to choose the correct answer. However, weaker candidates opted for the other options because they could not differentiate the context of wanting to share and having to share.

Question 10

She got her three children involved in various programmes organised _____ the society, including

Many candidates were able to choose the correct answer. On the other hand, weaker candidates were distracted by the other options because they lack the knowledge of using the correct preposition in the given context.

Question 11

"The children have always loved the outdoors, _____ getting them involved was

Better candidates were able to choose the correct answer but the weaker candidates failed to do so as they could not identify the correct conjunction used in a cause and effect relationship sentence.

Question 12

As _____ children grew, they joined the different nature-oriented activities

Most candidates chose the correct pronoun. Weak candidates, however, chose the wrong answer because they were probably distracted by the pronouns “they” and “their” which appeared in the same sentence.

Question 13

“I watched my children develop into strong nature-lovers just _____ me”, said Nurhana.

Many candidates managed to get the correct answer. Weaker candidates could not differentiate the use of conjunction and preposition.

Question 14

“... where she organises talks, road-shows and educational events to _____ environmental awareness.”

Few candidates responded correctly. The weaker candidates were unable to locate the word that is associated with “environmental awareness”.

Question 15

“Nature _____ part of us. Having the family involved in nature conservation has ”

A small percentage of the candidates chose the correct answer. Weak candidates were distracted by the other options because they were unaware of the correct concord and tense required.

SUGGESTIONS FOR CANDIDATES AND TEACHERS

1. Candidates should read more to improve their command of the language
2. Candidates should go through past years' questions and exercises in workbooks to familiarize with the examination format.
3. Teachers should give candidates more grammar exercises.
4. Grammar should be taught in isolation.
5. Give more rational cloze passage exercises so that they can understand how to choose correct answers.

SECTION B (Questions 16-25): INFORMATION TRANSFER

The assessment objective for section B is to assess candidates' ability to transfer relevant information from one text type to another. For the SPM 2012 paper, the task required the candidates to read a text describing "The Role of Fluids" and using the information in the description, candidates had to complete a table by writing short answers.

Many candidates were able to locate the answers directly from the text. However question 25 was a little bit more challenging as quite a significant number of candidates did not understand the meaning of the word '*brewed*'.

Candidates performed better in this section compared to the other sections. However, there were still some candidates who did not make any attempt to answer the questions in this section.

STRENGTH

Most candidates attempted this section. Many candidates could understand the instructions and were able to retrieve relevant information from the text. Candidates, who were proficient in the language, gave precise and concise answers. Even weak candidates were able to provide correct answers. They were able to select and lift the portion of the sentences that had the answers.

WEAKNESSES

Candidates over-lifted from the text. There were mindless selection of phrases and sentences. Spelling errors too were prevalent. Candidates could not comprehend some of the words, for example '*brewed*'. Candidates lacked the skill to transfer the accurate information from the text to the table. A small percentage of the candidates did not attempt this section.

DETAILED PERFORMANCE

Questions 16 & 17

The questions required candidates to give the two benefits of drinking water

- 16 regulate your body
temperature &
- 17 remove waste from
your body

Good candidates got the answers for both questions correct because they managed to identify the relevant information from the text. Some weak candidates got the answers correct as well when they lifted the relevant sentence.

Common mistakes:

- a average adult loses
about one to two litres of
16 body fluid daily
- it is generally recommended
17 that you drink at least
eight glasses of water
per day
- remove waste from your body

Weaker candidates provided irrelevant responses because they misread the word “benefits” as “importance”:

Mindless lift of phrases from the text, for example,

16 body fluid daily
17 generally
recommended

Question 18

Many candidates managed to identify the correct type of fluid based on the benefits stated in the table:

18 Milk

18 low-fat milk

18 A glass of low-fat
milk.

Common mistakes:

Weaker candidates wrote the wrong answer because they did not know the meaning of the word 'types' as in the first column of the table. They lifted mindlessly words or phrases from the text:

18 calcium and
protein

Question 19

Most candidates answered the question correctly because they were able to provide the relevant words or phrase:

19 mixed with chocolate
.....
or ice-cream

Common mistakes:

Weaker candidates gave wrong answers:

19 chocolate or ice cream
.....

This answer merely indicates type of food and not the ways of serving:

19 The calcium and
.....
protein.

Questions 20 & 21

Better candidates managed to identify the type of fluids because they could deduce the answer from the information provided in columns 2 and 3:

20 Isotonic drink
.....

20 isotonic
.....

Common mistake:

Weaker candidates wrote the wrong answer because they did not know the meaning of the word 'types'. They lifted words or phrases mindlessly from the text:

20 various flavours

21 soup

21 potassium and magnesium

Question 22

Most candidates answered the question correctly because they understood the task:

22 to help relieve nasal congestion

22 help relieve nasal congestion

Common mistakes:

Weak candidates provided a distorted response:

22 to ~~help~~ ^{help} help nasal congestion

Weak candidates also lifted words or phrases mindlessly:

22 served with ^{some} ~~spice~~
herbs and spices.

Question 23

Candidates were able to identify the fluid using the information from thesecond and third columns of the table:

23 blended fruits and
vegetables

23 juice

Common mistake:

Weak candidates provided answers with no understanding of the task:

23 vegetables
provide

Question 24

Most candidates answered the question correctly because the word “help” cued them to the answer. Better candidates provided this answer because they understood the meaning of the word “revitalise”:

24 can help to stay

alert when need to work
late.

24 revitalising

Common mistakes:

Weak candidates lifted words and phrases mindlessly:

24 increaseⁱⁿ the flow
of urine.

Question 25

Many candidates answered the question correctly. They were able to identify how coffee or tea is served:

25 freshly brewed
coffee or tea

Common mistakes:

Weaker candidates answered incorrectly because they did not know the meaning of the word 'brewed'. Some of them also over-lifted words or phrases:

25 increase in the
flow of urine

freshly brewed coffee
25 or tea is revitalising,
however, excessive
intake may cause an
increase in the flow
of urine

SUGGESTIONS FOR CANDIDATES

1. Candidates should do more information transfer exercises.
2. Candidates should read the task carefully before answering the questions.
3. Candidates should only use information found in the text.
4. Candidates should use key words to help locate the correct information.
5. Candidates should go through past-year questions to familiarize themselves with all kinds of text types in this section.

SUGGESTIONS FOR TEACHERS

1. Teachers should discourage candidates from over-lifting words or phrases
2. Candidates must be taught ways to provide relevant and precise answers
3. Teachers should expose candidates to different types of reading material
4. Teachers should encourage candidates to answer this section

SECTION C

GENERAL PERFORMANCE

This section has two parts: reading comprehension and summary writing. Candidates' performance was above average. A small number of candidates did not attempt both the comprehension and summary questions.

READING COMPREHENSION (Questions 26 – 30)

This section tested the candidates' ability to read and understand information contained in an extended text. The candidates were required to answer five comprehension questions based on a passage.

Question 26(a)

From paragraph 2, give **one** reason why Amir was chosen only as a reserve player.

Strength

Candidates were able to answer this question by giving answer such as,

Because he was considered too short.

However, some candidates gave two reasons which were still acceptable:

he was not good enough and was also considered too short.

Candidates understood the situation that is to identify the reason why Amir was chosen only as a reserve player. The candidates had correctly identified the reason after the conjunction "as" in sentence "Although he loved football, he was only selected as a reserve player as...".

Weaknesses

Candidates misinterpreted the requirement of the question:

Determined person, Amir always hoped he would
be given a chance to play when he became a senior

Candidates misinterpreted that since Amir was only selected as the reserve player, Amir would not give up. Instead he always hoped to be given a chance to play when he became a senior.

Question 26(b)

From paragraph 3, why did the coach agree to give Amir extra tips?

Strength

Candidates were able to give the right answer, for example:

The coach did not want to disappoint Amir.

Some candidates lifted the reason from the text:

Not wanting to disappoint him...

Weaknesses

Some candidates misunderstood the question. They thought the question required them to look for Amir's effort after the coach agreed to give him the extra tips.

Determined to become a better player

To improve skills and to be better player

He had learnt and practised regularly.

Weak candidates referred to the phrase “*the coach agreed*” to word spot for the answer. Hence, they lifted the part of the sentence after the phrase “*the coach agreed*”.

Coach agreed but knew it would not make any difference.

Question 27

From paragraph 4, how did Amir feel when he was selected as a reserve player?

Strength

Many candidates were able to answer this question, for example,

Amir was thrilled when he was selected as a reserve player.

Weaknesses

Weak candidates misunderstood the requirement of the question as they thought that it required them to identify **Amir’s action** and not his feeling, for instance,

Amir went to college he decided to try out for football team there.

he rushed to the nearest telephone to call his grandpa.

Some candidates gave the feelings of other people and not his, for example,

Everyone was sure he would not be selected.

Some candidates thought that the question required them to identify Amir's opinion and not his feeling, for instance,

He proved them wrong.

Question 28 (a)

From paragraph 5, what news was conveyed in the message?

Strength

Most candidates gave the correct answer and were aware of the necessity to change the personal pronoun, for example,

Amir's grandpa died this morning.

Weaknesses

Lifting without changing the pronoun 'my', for example,

My grandpa died this morning.

Response with irrelevant information which was not in the message:

His grandpa died this morning. Is it alright if he miss

Amir read the note and he turned pale. Swallowing hard, he mumbled to his coach, "My grandpa died this morning"

Candidates word spotted key words like 'note' and message' to locate their answer, for instance,

Amir read the note and he turned pale

It was the end of his senior football year season and as he trotted into the practice field shortly before a match, the coach met him with a message.

Question 28 (b)

From paragraph 7, why do you think the coach and the other players were surprised to see Amir?

Strength

Many candidates were able to lift the permissible sentence for one of the answers, for example,

because their faithful teammate back so soon after his grandpa's death

Candidates were able to paraphrase their answer:

The coach and the other players were suprised to see Amir because Amir recovered soon after his grandfather's death and came to the football match.

Weaknesses

Candidates were not able to identify the reason for the surprise:

Because the coach and his players were astounded.

Because a silent young man quietly slipped into the changing room and put on his football gear and He ran onto the sidelines.

Question 29(a)

From paragraph 9, why was the coach unwilling to allow Amir to play in such an important match?

Strength

Candidates were able to give the correct answer:

Because Amir was the worst player in his team.

There was no way he wanted his worst player in such an important game.

He wanted his worst player in such an important game.

Weaknesses

Candidates failed to identify the reason:

But, Amir persisted and finally feeling sorry for
him, the coach gave in. All right, he said you can go on.

The coach unwilling to allow Amir to play in such an important
match because Amir persisted and finally coach feeling sorry for him.

Question 29 (b)

Which word in paragraph 10 has the same meaning as 'deafening'?

Strength

Thunderous
.....

Better candidates were able to give the one-word answer 'thunderous', showing an understanding the meaning of the word:

Weaknesses

Candidates chose the wrong word, for example,

triumph
.....

.....
spectators
.....

.....
defenders
.....

Many candidates were not aware of the difference between word, phrase and sentence:

.....
The cheering was thunderous
.....

.....
could not believe eyes
.....

Some candidates wrote the answer based on the same word form as in the question:

.....
opposing
.....

.....
cheering
.....

Question 29 (c)

From paragraph 11, why do you think Amir was sitting all alone in the corner?

Strength

Better candidates were able to give the required answer such as,

miss his grandpa

Some candidates could even paraphrase their answer:

He was telling his grandpa inside his heart that he did it as a great football player.

Some candidates gave the literal meaning of the reason:

The team had showered and left the changing room.....

Weaknesses

The team had showered and left the changing room, the coach noticed Amir sitting quietly in the corner all alone.

Candidates were unable to give the relevant reason why Amir was sitting all alone in the reason:

the coach noticed his sitting quietly

Because the coach notice Amir ~~to~~ sitting quietly in the corner all alone and he want to ask Amir something.

because ~~he~~ Amir win the importance match

Amir feels happy ~~because~~ ^{because} this is first time ~~play~~ ^{match} and win goal.

Question 30

What kind of man was Amir's grandpa?

Give **one** quality and provide a reason to support your answer.

Strength

Candidates were able to identify grandpa's quality and also provided a relevant reason:

Quality : Optimistic

Reason : The grandpa would be ⁱⁿ the stands always with word of encouragement that one day he could do it.

Quality : responsible
Reason : take care and look after Amir from his childhood

Weaknesses

Candidates misinterpreted the question by describing **Amir's quality**:

Quality : good and be the best for grandpa
Reason : grandchild loves grandpa

Quality : her is a good boy
Reason : I support her go to school very good

Candidates misinterpreted the question by describing grandpa's physical characteristic such as,

Quality : Old man
Reason : Never missed ^{see} Amir team played and it a point to be there

Candidates lifted phrases or sentences from the text mindlessly:

Quality : was not good enough and was also considered too short
Reason : All through secondary school he came early for all the games, but, remained a substitute throughout the five years

Candidates failed to provide a relevant reason for the quality, for example,

Quality : An encouraging person

Reason : His wish is hope Amir will win the match one day

SUGGESTIONS TO CANDIDATES

1. Read the text and questions carefully.
2. Learn to look for contextual clues
3. Understand the usage of Wh-questions.
4. Look for answers in the stated paragraphs.
5. Candidates should have a wide range of vocabulary
6. Do more comprehension exercises.
7. Understand key words in the questions
8. Learn to express personal opinions.
9. Read extensively.

SUGGESTIONS TO TEACHERS

1. Familiarise candidates with various types of comprehension passages and reading materials.
2. Encourage candidates to read extensively
3. Remind candidates to change the pronouns accordingly when lifting answers.

SUMMARY WRITING

(QUESTION 31)

The summary question tests the candidates' ability to select and retrieve relevant information, use the information given to display an understanding of the task and to organise the information coherently. The question also tests candidates' ability to paraphrase effectively and concisely and to present the information in Standard English, in an accurate and fluent form.

The candidates were required to write a summary of Amir's effort to achieve success in football after he became a reserve player and how he surprised his coach on the day of the important match.

GENERAL PERFORMANCE

On the whole, the candidates' performance was satisfactory. The candidates were able to select and retrieve the relevant information from the passage. Their responses were also organised coherently and the expressions were secure as with the original meaning of the passage. Hence, the candidates displayed a good understanding of the task set. However, this year some candidates were able to display better paraphrasing skills because they had to paraphrase parts of the text that were in direct speech.

Apart from that, a substantial number of the candidates also adopted the safe strategy to be text dependent in shaping their responses. However, any attempt to use own words was restricted to single word substitution.

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Candidates in the High Achievement Group

The confidence and competency of the candidates were the main features of the response. These candidates are proficient in the language and therefore were able to respond relevantly to the task. They managed to retrieve most of the information required and were also able to paraphrase effectively and concisely. They also presented their responses accurately, showing an ability to use original compound and complex structures.

Candidates in the Average Achievement Group

Generally, candidates in this group displayed a good understanding of the task, even though there was heavy reliance on the text. They demonstrated this by retrieving the required information. There was some form of selective lifting and at times, wholesale

copying, but they were still able to get good marks for content and language. There were attempts to reorganise and reshape the text. At times, attempts to rephrase distorted the original meaning of the information required.

Candidates in the Low Achievement Group

Candidates did not show understanding of the task. There were cases of candidates producing more or less a complete transcript of the text. There was also mindless lifting which led to fractured syntax. A small percentage of the candidates did not even attempt the question.

DETAILED PERFORMANCE

Strength

Better candidates understood the requirements of the task and were able to select the relevant information to write a summary of Amir's effort to achieve success in football and how he surprised his coach on the day of the important match.

Candidates were able to complete the first sentence using the ten introductory words – *After Amir had been chosen as a reserve player, he **came early for all the games.***

Competent candidates were able to identify all or almost all the content points. There were sustained and noticeable attempts at paraphrasing. Expressions were generally sound, e.g. "As he ran onto the sidelines, the coach and his players were astounded to see their faithful teammate back so soon after his grandpa's death." = "On the day of the important match, he surprised his coach by showing up so soon after mourning."

*fail On the day of the important match, he astonished
his coach by showing up so soon after mourning Amir*

Many candidates were able to do intelligent and selective lifting of the relevant sections of the text. They were able to lift phrases and parts of a sentence and join them together to form a new coherent sentence. At times they also provided single word substitution, e.g. ...to improve his skills = to upgrade his skills

Candidates showed good use of conjunctions.

The writing was clear, well-organised and coherent. Spelling and punctuation were accurate.

After Amir had been chosen as a reserve player, he watched ~~videous~~ videos of great football matches to upgrade his skills.

Besides that, he asked for extra tips from his coach.

In addition, he practised regularly. He ~~try~~^{tried} out for the football team in college. Furthermore, he put his ~~heart and soul into every practise~~ dedication into every practise. Moreover, he never ~~not~~ skipped practise.

The ~~sup~~ surprise came when he was doing everything right in the important match. The opposing team could not stop him. His team began to triumph. At the last second, Amir took control of the ball and raced past three defenders.

~~He at last scored the~~ At last, he scored the winning goal.

Weaknesses

Many candidates were unable to paraphrase due to their low language proficiency. At times, when candidates tried to paraphrase, meaning was distorted. The expressions were not secure. Some of the candidates' attempts to paraphrase were limited to single word substitution. The summary was also poorly organised and lacked coherence.

Weak candidates failed to lift intelligently - dropping words indiscriminately leading to mindless lifting where sense did not come through. Some candidates showed total reliance on text language and resorted to lifting whole sentences. Weak candidates resorted to copying several sentences in chunks, dropping a sentence or two and then copying a few more.

Very weak candidates resorted to copying sentence after sentence without a clear break, thus producing a more or less complete transcript of the text.

Summary exceeded the word limit of 130 words. There was intrusion of irrelevant sentences or sections which were from lines 25 – 30 as well as lines outside the prescribed text area. Candidates also included their own ideas and opinions.

There was heavy frequency of serious errors or fractured syntax which impeded reading and understanding. Words were wrongly spelt although lifted from the passage.

Candidates were not aware that Amir's effort to be successful in football has to be clearly divided between his effort during his secondary years and the time he was in college. Hence, many candidates merely lifted the sentence – “*he decided to try out for the football team there*”. Many also lifted line 18 – “*he made the team*”. Both sentences are ambiguous as they do not indicate the timeline.

Candidates also did not understand the importance of the sequence of the action where Amir's persistent effort led him to scoring the winning goal. Hence, the candidates did not present the relevant information in sequence. Some even presented the information wildly out of sequence, i.e. Amir puts in unrelenting effort to be a successful footballer only after scoring the winning goal. This was a mistake that was found in below average candidates' responses.

The overall performance clearly showed that candidates did not comprehend the question and plan their answer. Hence, they merely dropped words and phrases.

Sample 1

After Amir had been chosen as a reserve player, he spent his leisure time watching professional football matches to improve himself. He asked for advice from his coach and he often practised the tips. Even though Amir was only a reserved player, he would arrive early for every game. He never skipped a match or a practised session. He got back to his team even though it was so soon after his grandpa's death. Amir also persuaded his coach to let him play in the crucial match. On the day of the important match, it also struck his coach how well he played as he dribbled past defenders and finally brought victory to the team.

Strength

This candidate was able to fulfil all the assessment objectives of summary writing. He demonstrated that he was able to select and retrieve information as required in the task that is to show Amir's effort to achieve success in football after he became a reserve player and how he surprised his coach on the day of the important match.

This candidate was able to not only rephrase effectively and succinctly but also sustained his attempt in rephrasing. In rephrasing he was able to use his own words to convey the original meaning of the text.

In terms of grammatical accuracy, this candidate demonstrated good linguistic ability and produced a coherent response. The candidate's response contained original complex and compound structures which are totally independent of the text language, baring phrases that were difficult to substitute.

Sample 2

After Amir had been chosen as a reserve player, he came early for all the games and watched videos of matches to improve his skills. Besides that, Amir asked for extra tips from his coach, learnt them and practiced them regularly. He made his college football team; he was dedicated and never missed practice during his four years in college. Amir surprised everyone by returning early after his grandpa's death, even though the coach told him not to. Amir pleaded his coach to let him substitute an injured player. The coach felt sorry for him and allowed him to play. He did everything perfectly and tied the score. Amir took control of the ball, raced past three defenders and scored the winning goal.

(131 words)

Strength

This candidate correctly selected and retrieved the relevant information in fulfilling the task. There was a noticeable attempt to rephrase.

Weakness

The earlier part of the response was text-based. In terms of accuracy, he had made a few grammatical errors which were mainly the outcome of his effort to use own words to rephrase. The candidate also showed some ability to form original compound sentences.

Sample 3

After Amir had been chosen as a reserve player, he came early for all the games. He watches videos to upgrade his skills. He asked for extra tips and practised regularly. He tried out for the football team at college and made it in. He does his best ~~in every practice and~~ and never missed every practice. He showed up on the match all geared up and he insist to play. He does everything right and is unstoppable. His team is ~~that~~ triumphing. In the closing seconds, he controlled the ball and ~~he~~ raced past three defenders. He scored the winning goal.

(100 words)

Strength

This candidate had intelligently lifted the relevant information successfully to address the task. Limited attempt to rephrase.

Weakness

This candidate was very text reliant in his display in understanding of the task. In terms of language usage, the response is only sufficiently accurate with serious errors becoming more frequent.

Sample 4

After Amir had been chosen as a reserve player, he finally feeling sorry for him, the coach gave in. "All right," he said. "You can go on. The players and the spectators could not believe their eyes. This unknown little reserve, who had never played in the team before, was doing everything right. The opposing team could not stop him. His team began to triumph. Amir took control of the ball and kicked past three defenders. Amir had scored the winning goal! Approaching him, the coach patted his shoulders and said, "Amir, I can't believe it. You were fantastic."

Weakness

This candidate's total reliance on chunks from the passage showed that he did not possess paraphrasing skills. This response also contained intrusions of irrelevant sections within and outside the prescribed area of the text.

The candidate lifted entire sections of the passage. This means that the language used was not of the candidate's own.

Sample 5

All through secondary school he came early for all the games, but remained a substitute through the five years. Using the tips he had learnt, he practised regularly. Besides, his dedication inspired the rest of his team. Swallowing hard, he mumbled to his coach. A silent young man quietly slipped into the changing room and put on his football gear. Coach please let me play. The coach gave in. "All right" he said "you can go on. The unknown little reserve, who had never played in the team began to triumph. You are fantastic! How did you do it. He swallowed hard and forced a smile.

Weakness

This candidate had arbitrarily lifted sentences from the passage to form a response to the task set. This response indicated a poor understanding of the task and the passage. The sentences did not make sense, i.e. a mindless lift of the lines from the passage. Hence, this strategy of response also demonstrated fractured syntax and a heavy frequency of serious errors.

SUGGESTIONS TO CANDIDATES

1. Always check to make sure the response fulfils the task given.
2. Use only text within the stipulated area as stated in the rubric. Draw lines to indicate the beginning and the ending of the summary area.
3. Do not exceed the word limit given.
4. Use the ten introductory words given.
5. Complete the opening sentence using the ten introductory words without any grammatical errors.
6. Build a wider vocabulary, so that paraphrasing is more effective and concise.
7. Learn to write using a variety of sentence structures – complex and compound.
8. Learn to use sequence and logical connectors.
9. Practise rephrasing.
10. Write a draft first and edit it before writing out the summary.

SUGGESTIONS TO TEACHERS

1. Train the candidates to understand the task given.
2. Teach and train candidates to locate the content points. Teach them how to differentiate between main and supporting ideas/details.
3. Teach them to select intelligently
4. Remind candidates to use the given ten introductory words and to use material within the stipulated text area.
5. Remind candidates to write in one paragraph.
6. Teach candidates to use suitable cohesive devices such as connectors.
7. Teach and train the candidates, especially those with good linguistic skills, to paraphrase effectively and concisely.
8. Teach and train candidates to write using a variety of sentence structures, focusing on ability to form original compound and complex structures.
9. Focus on one skill at a time – locating content points, paraphrasing or writing original syntax.
10. Teach the weaker candidates to use key words to locate points when answering summary questions.
11. Improve their vocabulary by introducing relevant comprehension texts based on the curriculum specifications.

SECTION D (LITERATURE COMPONENT)

GENERAL PERFORMANCE

Candidates showed an average performance in this section. The response to the novel question was better than the response to the questions on the poem. A significantly high percentage of the candidates did not attempt the questions in this section.

POEM (QUESTION 32)

GENERAL PERFORMANCE

The poem chosen for SPM 2012 was *Nature* by H.D. Carberry. Many candidates were able to answer question 32(a). However, not many candidates were able to answer questions 32(b) and 32(c) accurately. Better candidates had no problems providing their personal responses for question 32(d). Weak candidates however, just mindlessly copied the lines in the poem or did not attempt to answer.

STRENGTH AND WEAKNESSES

Strength

Candidates were able to give one word answer or short and accurate answer:

e.g. Q32(a)

.....
line 6

.....
the days when the rain beats like bullets on the roofs

Q32(b)

.....
Reaped

Q32(c)

Buttercups.....

flower.....

Q32(d)

Reason 1 : No, because the weather is too hot than Malaysia. [1 mark]

Reason 2 : No, because the pace economical development in Jamaica is slower than Malaysia which has better economical development. [1 mark]

Candidates were able to lift the relevant line or phrases, for example,

Q 32(a)

rain beats like bullet on the roofs.....

Q 32(c)

the buttercups have paved the earth.....

Candidates showed a good understanding of the task set:

e.g. Q 32(d)

Reason 1 : Yes, because it is full of life and nature

Reason 2 : Yes, because it is peaceful and make me happy of the beauty of life.

Reason 1 : No, because the weather is too hot than Malaysia [1 mark]

Reason 2 : No, because the economical development in Jamaica is slower than Malaysia which has better economical ~~status~~ development. [1 mark]

Candidates were able to give personal responses based on their experiences or knowledge:

Reason 1 : I would like to live in Jamaica because I like sugarcape

Reason 2 : Because I never go to Jamaica.

Reason 1 : Yes, Jamaica has one of the most beautiful ~~scenery~~ ^{scenic view} in the world. [1 mark]

Reason 2 : Yes, Jamaica does not have any natural disaster such as tsunami or typhoon.

Weak candidates managed to give acceptable responses in poor language:

Reason 1 : Yes, I love nature and the environment feel good.

Reason 2 : Yes, The water sound in Jamaica make my mind
mind peace.

Reason 1 : I like to live in Jamaica because there have fresh air. [1 mark]

Reason 2 : I like to live in Jamaica because surrounding of there is clean dan beauty [1 mark]

Weaknesses

Mindless lift of lines from the poem, showing no understanding of the poem and the different tasks:

Summer nor winter, neither Autumn nor
spring

Autumn nor spring.

Slightest breath of air

- (d) Reason 1 : leaves fade from off guango trees
Reason 2 : Bare and fallow to the sun

Candidates misunderstood the task:

Q32(c)

colour of the buttercups

The shape of the buttercups

DETAILED PERFORMANCE

Question 32(a): Which line shows that there is heavy rainfall?

Common Mistakes:

Two answers were given but one answer was inaccurate:

line 3: the rain beats like bullets on the roofs

Partial lifting that did not answer the question:

The days when the rain beats - - -

Giving the wrong line number:

line 3: the rain beats like bullets on the roofs.

line 5

Question 32(b): Which word in the poem means 'harvested'?

Common Mistakes

Lifting lines from the poem mindlessly though only one word was required:

And the reaped canefields lie bare

Wrong choice of word:

Bare

blossom

Question 32(c): What do the yellow stars refer to?

Common mistakes:

Candidates referred to other objects:

Butterflies

stars in the sky

Misunderstanding of the requirement of the question:

The colour and the shape of flowers.

colour of buttercup

Mindless lifting:

beauty comes suddenly

slightest breath of air

Question 32(d): Would you like to live in Jamaica? Give two reasons to support your answer.

Common mistakes:

Lifting from the poem without qualifying them:

Reason 1 : Leaves fade from off guango trees

Reason 2 : Bare and fallow to the sun

Contradicting the content of the poem:

Reason 1 : Although all four summer, winter, Autumn and Spring.

Reason 2 :

Inability to present answers accurately:

Reason 1 : No

Reason 2 : because at Jamaica is very hot

Reason 1 : Yes
Reason 2 : because there were the beautyness of the environment

Poor command of the language:

Reason 1 : ^{because} after the rain, the Jamaica look so
beauty.
Reason 2 : Because, give me real nature and
freshly the air

SUGGESTIONS TO CANDIDATES

1. Candidates must understand the literal and figurative meaning of the poems.
2. Read and understand the questions before answering.
3. Take note of the type of questions set.
4. Write short and relevant answers to express opinions
5. Attempt all the questions.
6. Lift intelligently but not excessively from the text.
7. Improve linguistic ability to enable accurate expression of ideas

SUGGESTIONS TO TEACHERS

1. Teachers must teach the main elements of the poem.
2. Teach candidates the literal and figurative meaning of the poems.
3. Train candidates to read and understand the questions of all the poems.
4. Train candidates to answer questions precisely in simple and accurate sentences.
5. Encourage candidates to answer questions in their own words.
6. Train candidates to provide personal responses.
7. Make lessons on literature interesting and meaningful to candidates.

THE NOVEL (QUESTION 33)

GENERAL PERFORMANCE

Candidates were asked to choose one of the novels they had studied and respond to the question. On the whole, candidates did reasonably well in this question. Candidates with good language proficiency were able to respond relevantly, giving details from the text besides expressing their viewpoints. Some candidates wrote on more than one part. Some responses were too shallow, lacking textual evidence and development. Weak candidates just wrote something about the novel, usually narrating events in the novel without addressing the task.

STRENGTH

Candidates' responses were consistently relevant and very convincing with a marked ability to provide well-developed textual evidence. There was evidence of critical thinking.

Language used was accurate with sophisticated structures and wide vocabulary. The writing was well-organised and cohesive.

WEAKNESSES

Responses were either not relevant or the task was partially addressed e.g. discussing part of the novel without giving reasons. Some candidates wrote on more than one event.

Some of the candidates did not address the task at all. There were instances of mere narration of the novel, characterisation or values in the novel

The responses lacked textual evidence to support the viewpoint. Some textual evidence lacked development. There were textual errors showing inaccurate and poor understanding of the novel indicating there were candidates who had not read the novel at all.

Weak candidates showed poor language ability – high frequency of serious errors of various kinds with fractured syntax. Responses were poorly organised and sometimes written in one paragraph.

Some candidates reproduced learned or memorised responses

DETAILED PERFORMANCE

Example of an excellent answer

Based on the novel 'Step By Wicked Step' by Anne Fine, an event that makes me angry is ~~when~~ in Richard's story, 'Read and Weep' in which Richard runs away from his responsibilities and family.

Firstly, the reasons Richard gives for his cowardly actions are ~~the~~ flimsy ~~and~~ and unsubstantial at best. The main reason for his running away is because his stepfather, ~~Mr~~ ^{Reverend} Coldstone was harsh and unforgiving in his treatment of Richard. Richard also resents the fact that Reverend Coldstone sent him off to Mordanger School, a place which he detests. This line of reasoning makes me angry because it is perfectly natural for a child to ~~be~~ have to be corrected of his mistakes through discipline. ~~His~~ Richard's ~~own~~ claims of Reverend Coldstone being heavy-handed are also unfounded as ^{from the novel,} we can clearly see that his sister, Charlotte had no problem adapting to their stepfather and ~~she~~ was loved and cared by him. Richard also protests because he is sent to Mordanger School. However, even he ~~is~~ himself ~~can~~ can not deny the usefulness of the knowledge he gained there in his later years. True, the conditions may have been slightly unfavourable but Richard should have done his duty as a student rather than putting the entire ~~plan~~ blame on Reverend Coldstone. What angers me most is that Richard ~~is~~ ^{was} provided with an opportunity for education but he wasted that ~~is~~ his bitter resentment towards his stepfather due to

Another cause of my anger ~~is~~ over this event is ~~that~~ because Richard gave up so many things just so he could shirk his responsibilities. Had he made the right choice, he could have had a normal, loving ~~at~~ childhood with his mother, Reverend Coldstone as well as Charlotte. Instead, he ~~is~~ blindly throws away his one chance at happiness by running away, ~~and~~ cowardly leaving his family to pick up the broken pieces.

In addition to that, there ~~is~~ ^{are} the huge ~~consequences~~ repercussions of Richard's actions that others ~~have~~ ^{are} forced to pay the price for. This really angers me as his foolish choice not only harms himself, but causes the misfortune and misery of all his loved ones. His mother ~~uses~~ wastes her entire fortune to place advertisements in the hopes of finding him. ~~At~~ In the end, she dies of heartbreak. Meanwhile, Reverend Coldstone dies of rage. However, the person who suffered the most from this event was poor Charlotte, his sister who ~~was forced to~~ had no choice but to marry a rich man who ~~she~~ she did not love just ~~so~~ so she could continue the search for Richard. Her love and dedication goes to waste, ~~however when~~ ~~is~~ eventually as she dies of childbirth before Richard returns home. This event makes me angry as I think of all the lives that ~~is~~ might have been saved were it not for Richard's foolish ~~decisions~~ actions.

My anger at Richard's decision and this entire event has taught me a valuable lesson. ^{that being} We should always weigh the pros and cons before engaging in a large ^{life-changing} ~~large~~ decision. Discussion with all parties will also help resolve any issues that may fester. Also, ~~running~~ we should not run away from our troubles, as that will just bring ~~but~~ misery onto ourselves and our loved ones.

Strength

Response is relevant as candidate focuses on an event and develops the reasons with close reference to the text. A convincing response with well developed textual evidence and always provides precise textual evidence to support viewpoint. Candidate provides personal response to task.

Good organisation of thoughts and ideas. First paragraph sets up the response well. Language is accurate and writing is well-organised. Errors, if any, are considered first draft slips.

Example of a good answer

Based on the novel that I ~~have~~^{have} read, ~~the~~
~~event~~ that makes me Catch Us If You Can written
by Catherine MacPhail, there ~~is~~^{was} an event that
~~made~~^{made} makes me angry.

The event that makes me angry started at
Norma's House. Rory and Granda were hiding in Norma's
house. Rory trusted Norma to keep their secret
and not to report to ^{the} police as she was Anne
cousin. Norma ~~had~~^{with} two faces, she lied to Rory that
~~they~~^{she} wanted to go out to buy something with Nicola.
But actually Norma went to police station to make
a report about Rory and Granda were in her house.
Luckily, Nicole helped Rory and Granda by texting
Rory that ^{the} police ~~is~~ was coming to get them.

Rory and Granda were in a hot soup. Rory
made a swift moves to escape from the authorities.
As ^{soon as} they got out from the house, the police came.
They ~~hid~~ hid in ~~a~~ a bushes as fast as lightning.
Luckily, the police did not notice they ~~were~~ hiding.
It was cold outside.

Granda looked exhausted. Rory decided to rest at Stone Bus Shelter. They sat on a chair and drifted to the slumberland. As Rory woke up. He saw his Granda was not shoring and breathing. Rory thought that Granda was dead. Rory take the bull by the horns to search some helps. Rory walked on icy surface road searching for any ^{one's} ~~body~~ helps. At last, he found a house where ~~were~~ a couple live there. Mr-William and Alice.

Mr-William drove Rory back to the bus shelter while Alice called ~~for~~ the police. As they arrived, they saw Granda fell from his chair, lay down with face flat on ground and his hand beneath him. Granda was totally looked like a dead meat. Ambulance was then arrived, Granda was sent to the hospital. Granda was saved. ~~He~~ Granda was one step closer to his grave.

~~I~~ I angry because Norma should not ^{make} ~~eat~~ the report ~~police~~ at first. Norma should ~~gave~~ think a better way to solve Rory and Granda's problem. Her short ^{-term} ~~taught~~ could ~~not~~ make Rory lost his flesh and blood, Granda.

In the nutshell, ~~we~~ ^I should provide ^{time} ~~some times~~ for me to think and make a ^{right} decision ~~so~~ so that I will not ~~of~~ trouble myself and others.

Strength

Response is relevant to the task. Candidate understands the task and identifies an event and provides reasons. Candidate also provides some textual evidence with some development and the answer is well-organised.

Weaknesses

Candidate lacks development of textual evidence and reasons. Language is almost accurate.

Example of an average answer

The reasons is Haji Ghani had a wife. His wife is Puan Fatimah. Haji Ghani's love is must be more on Madhuri. This make Puan Fatimah jelouse jelouse. Although, Madhuri death, Haji Ghani always thinked about Madhuri and this make Puan Fatimah sad.

The reasons is Madhuri did not marry with his lover, Mohd Asraf. ~~At~~ They had been lover ~~fr~~ from secondary school. Mohd Asraf willing to do ~~anything~~ anything for Madhuri, because he ~~loves~~ love to Madhuri. He also rejected Azreen's love because he ~~just~~ his love for just for Madhuri.

The reasons is Madhuri is beautiful. Haji Ghani is not suitable to Madhuri because he is old although he ~~is~~ had ~~handvillage~~ money. Money cannot buy ~~sa~~ anything. Madhuri is beautiful, charming and soft-spoken.

Conclusion, this event ~~that~~ make the novel is interesting

Strength

Response is relevant to the task. Candidate understands the task and gives reasons to support his viewpoint. The response is quite well-organised.

An Example of a Weak Answer

Based on the novel I have studied which is Step By Wicked
Step by Anne Fine, there is an event that makes ~~me~~ me angry.
The event that makes me angry is Reverend treats Richard
badly. He always ask Richard to do things. He never treat Richard as
his family as he is very mean to Richard.

Strength

Candidate has identified an event that makes him angry and gives little textual evidence.

Weaknesses

There is little textual evidence with no development. Language errors are dense for a short answer but the meaning is never in doubt.

An Example of a Very Weak Answer

I choose the Novel Catch Us If You Can buy
Catherine Macphail. A main carater in the novels is Rory
Mancintosh McIntosh. Rory McIntosh stay with granda.
One day, Granda accident set fire to the Flat.

Weaknesses

Candidate is able to identify the novel but response has no relevance to the task and errors frequent for a very short answer.

SUGGESTIONS TO CANDIDATES

1. Read the novel and understand it well. Textual evidence is always important when responding to a task.
2. Read the rubric carefully and address the task relevantly.
3. Learn the details of the main or significant events in the story so as to provide accurate and sufficient textual support.
4. Be familiar with the plot, characters and events of the story.
5. Do not reproduce memorised answers.

SUGGESTIONS TO TEACHERS

1. Ensure candidates read and comprehend the novel.
2. Teach candidates all the elements of the novel: theme, plot, character etc.
3. Do not encourage mere memorisation.
4. Teach and train candidates to respond relevantly to a task, or to give their opinions on the task set.
5. Teach candidates to always provide textual evidence to support their answers.
6. Teachers should encourage candidates to read the text and not the synopsis.
7. Guide and teach the candidates on how to analyse the characters, events, themes and moral values.
8. Candidates must be taught and reminded to be consistent in the use of the tenses when answering the question.