

### 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 judgement.

Type of instrument	Objective and subjective written test			
Type of items	Multiple-choice, Limited response, Open response			
Section	A	B	C	D
Number of questions	Based on stimuli and rational cloze: 15 MCQ	Information transfer: 10 questions	Reading comprehension: 5 questions  Summary writing: 1 question	Writing in response to literary texts Poem: 1 question Novel: 1 question
Marks	15	10	25	20
Scoring	Dichotomous	Analytical	Analytical & Holistic	Analytical & Holistic

### OVERALL PERFORMANCE

On the whole, candidates did quite well in this paper. Candidates with good language proficiency showed their ability by writing accurate answers while candidates with poor language proficiency 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 relevant textual evidence 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 recalling and understanding of main ideas and supporting details.

#### **Question 1**

Many candidates managed to draw the correct conclusion for the task based on an advertisement. The caption in the advertisement would have probably helped them make the correct inference. Weaker candidates were not able to do so because they were distracted by the vocabulary like “healthier” in the advertisement.

#### **Question 2**

Better candidates were able to comprehend the newspaper clip and understand its main purpose. They would have understood the phrase “to exploit the wealth of the land” as to develop the land. Weaker candidates were distracted by the other information such as “land development” and “land construction” in the clip.

**Question 3**

Most candidates correctly identified the main purpose of the extract. The phrase “cut down” helped them zoom into the purpose of the extract. However, the density of other details in the text distracted the weaker candidates.

**Question 4**

Many candidates were able to comprehend the letter and identify its purpose. Weaker candidates would have found it difficult because it requires expression of one’s feelings.

**Question 5**

Most of the candidates managed to get the correct answer based on the information in the synopsis. However, weak candidates were probably misled by the phrase “a few feet off the ground” which appears after the word “hover”.

**Question 6**

Better candidates correctly inferred the answer in context of the article. However, weaker candidates with poor vocabulary would have found this question difficult because all options fits when reading the sentence.

### Question 7

Some candidates were able to correctly deduce the information from linear to non-linear form. On the other hand, weaker candidates would have difficulty in differentiating and understanding phrases like “slight drop” and “rise gradually”.

### Question 8

Many candidates were able to identify the fact accurately from a newspaper extract using skill of elimination. Weaker candidates, however, failed to identify the true answer because of the density of information.

### Questions 9 - 15

The questions were based on the passage which assessed candidates’ grammar and vocabulary. The passage was about a family’s reading habit.

### Question 9

*I 9 up surrounded by books*

Better candidates were able to choose the correct answer by looking at the verb form used in the first sentence which was past tense. However, weaker candidates were unsure of the tense as they felt “grow” and “growing” sounded right.

### Question 10

*My mother 10 many of the books .....about them.*

Many candidates were able to identify the correct verb form. On the other hand, weaker candidates chose option C as they most probably wrongly related it to the writer’s present action of buying.

### Question 11

*My father, who was also an amateur historian, had collected 11 written records.*

Better candidates were able to choose the lexical item because the meaning of “numerous” is similar to “many”. Weaker candidates might have chosen “lots” because they were unable to differentiate “lots” and “lots of”.

### Question 12

*Most of these collections were the history 12 China.*

Most candidates chose the correct preposition. Weak candidates, however, chose the wrong answer because they were probably distracted by the preposition “by” to mean done by.

### Question 13

*When they retired, he and my mother agreed that they would 13 the library.*

Many candidates managed to get the correct answer to show continuity in keeping with the reading habit. Some candidates could have been confused with continuity and starting again thus choosing “restore”. Weaker candidates

### Question 14

*They wished to pass it 14 to their six children.*

Most candidates were able to identify the correct phrasal verb form. Weaker candidates would have been unsure of the correct preposition to complete the phrasal verb.

### Question 15

I still have my 15 books.

Most candidates picked the correct answer which showed plural possessive nouns. Weaker candidates would have chosen the possessive with the ‘s.

## 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 but meaningful.
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 2013 paper, the task required the candidates to read a text about a magazine "Science World Digest" and using the information in the description, candidates had to give short answers to questions and complete a blank filling exercise.

Many candidates were able to locate the answers directly from the text. However questions 21-25 were a little bit more challenging as quite a significant number of candidates could not locate the specific information needed to complete the text.

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

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.

Some candidates over-lifted from the text despite the writing space provided in the question paper for the answer was limited. There were mindless selection of phrases and sentences. Spelling errors too were prevalent. *These* candidates lacked the skill to transfer the accurate information from the text to the table. Some weak candidates provided irrelevant responses. A small percentage of the candidates did not attempt this section.

### DETAILED PERFORMANCE

Name of magazine	16 .....
Publisher	17 .....
Promotional price	18 .....
Methods of payment	19 .....
	20 .....

[5 marks]

### Question 16

The question required candidates to identify the name of the magazine:

SCIENCE WORLD DIGEST

Most candidates got the answer 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.

Some weak candidates provided irrelevant answer probably because their poor reading skills :

microscope .

### Question 17

The question required candidates to give the name of the publisher of the magazine.

Good candidates got the answer 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 information in bold which looked like a title.

Science World

Some weak candidates provided irrelevant answer probably because their poor reading skills or their inability to understand the rubric:

memberships, friends, or family

### Question 18

This question required the candidates to state the promotional price for the magazine. Many candidates managed to identify the answer as stated in the advertisement with the help of the words "You pay only":

RM 145.00

Weaker candidates wrote the wrong answer because they were unable to differentiate between promotional price and normal price as stated in the advertisement:

(RM 270.00) (RM 145.00)

### Questions 19 & 20

This questions have two answers. Candidates were asked to state the methods of payment. Most candidates answered the question correctly because they were able to identify the relevant words or phrase in the advertisement like cheque, credit card payment:

cheque

credit card

Some weaker candidates gave wrong answers as they overlifted information or added word or words that distort the meaning:

Make cheque payable to Science  
World and allow 2-3 weeks for delivery

Credit card payment only.

### Questions 21 to 25

Fill in the blanks with suitable words from the poster.

If you have friends or family who are really interested in science, you can give them a Science World membership as a \_\_\_\_\_  
21 . With this membership, they will get 18 issues of Science World Digest. These are particularly suitable for \_\_\_\_\_  
22 who are interested in science. Your free microscope will be sent after you have made your \_\_\_\_\_  
23 . It is important to hurry because the first issue will be available in \_\_\_\_\_  
24 . There are two ways to subscribe, either by post or by going \_\_\_\_\_  
25 at [www.sw.com.my/order](http://www.sw.com.my/order).

#### Question 21

Most candidates were able to equate the idea of giving (you can give them) and (as a) this magazine as a gift from the line below the title of the magazine and in the first line of the paragraph as seen in the advertisement:

gift

Some weak candidates were unable to establish that relationship and thus gave irrelevant answers.

18 months

#### Question 22

Many candidates were able to identify the correct answer because of the phrase “particularly suitable” which eliminates the other possibilities i.e. friends and family:

teenagers

Some weaker candidates gave wrong answers because the first sentence states who this magazine can be given to as a gift.

someone

### Question 23

Many candidates were able to identify the answer based on the last sentence of paragraph two "You'll get it Free .....payment .....order":

payment

Most weak candidates provided wrong answers as they overlifted words that distort the meaning:

receive payment

### Question 24

Most candidates answered the question correctly because the words "membership will begin" cued them to the answer. Better candidates provided this answer because they understood the meaning of the phrase "first issue" in the blank filling passage:

January 2014

Some weak candidates lifted incomplete answers:

2014

### Question 25

Many candidates answered the question correctly. They were able to identify the word "online" with purchases using the internet:

online

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

order online.

## **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 and avoid over lifting of text material.
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.

#### Section C

[25 marks]

[Time suggested : 50 minutes]

Questions 26 to 31 are based on the following passage.

(The following passage is about Daniel's experience when he went on a mountain-climbing trip and disaster struck on the last day when he was in a chalet.)

- 1 It was the beginning of the wet season. After a tiring descent from the mountain, Daniel decided to spend a night at a chalet before continuing his journey home the next morning. There were not many mountaineers at that time because of the unfavourable weather conditions.
- 2 That night, Daniel was woken up by a loud roar of thunder. Suddenly, it dawned 5 on him that there was a terrible storm outside. The sound of the howling wind echoed through an open window. As he was about to get up to close it, his bed started trembling. He screamed as the windows, walls and ceilings crashed around him without any warning. Seconds later, when the chaos had subsided, he tried to sit up but instead bashed his head against something hard. It felt like concrete. It was then, he realised with horror that 10 the chalet had collapsed and he was trapped!
- 3 Not long after, he heard a rumbling, gushing sound. *Water!* Just then, a mixture of water and mud rushed through the gaps above his head, filling the small space. Instinctively, he knew that he was in the midst of a landslide. Desperately, he tried to lift himself up but was unable to do so. Feeling completely helpless, he knew that he had no choice 15 but to wait for help. Time seemed to pass very slowly and he was beginning to lose all his hope of ever being rescued. He thought of his loving wife and his baby son who would be waiting for his return.
- 4 It had been ten hours since his last meal and he was tired, hungry and thirsty. He knew he had to keep warm. He felt a cotton cover at the end of the bed. Stretching down, 20 he ripped a piece of the material free. It just covered his stomach and thighs. Next, he found a jacket he had left on the bed and struggled into it. He felt warmer and more comfortable after that.
- 5 Meanwhile, rescue operations were underway. Eleven hours after the incident, workers and volunteers were still clearing the rubble – pieces of shattered concrete, furniture, 25 bricks and timber. Firefighters crawled over the rubble and peered into gaps, yelling, "Rescue team above – can you hear me?" Initially the only sounds were from the birds overhead and the gurgle of water beneath the rubble. Just as they were about to give up and leave that spot, suddenly they heard Daniel's faint voice, "Help! Help!" coming 30 from beneath.
- 6 News of the survivor spread quickly and the recovery team worked tirelessly to save him. After an hour, workers exposed a huge slab of concrete just above Daniel. Through a jagged, half-metre-wide opening, they heard Daniel's voice sounded more clearly now. The rescuers realised he was just beneath them. They wriggled into a small chamber and began clearing more rubble. Soon they discovered another concrete slab two metres 35 lower. After three hours of digging, a rescuer's light lit up a crack in the lower slab.

- 7 Against the dim light, Tony, a fireman, saw a hand emerging through a crack. "There's someone down there," he shouted. The rescue workers started digging in that particular area immediately. They knew that they were racing against time. Despite feeling exhausted, they continued digging. After removing two boulders, they could hear a voice. Realising that 40 they had to rescue the victim quickly, the team took prompt action.
- 8 The rescuers started cutting a hole through the slab above the victim, using a circular saw. Once that was done, the hole was now large enough for Jim, a paramedic, to enter. Jim quickly slid into the cavity to prepare his *patient* so that he could be moved to safety. He carefully placed a harness around Daniel's waist, making sure that Daniel would not feel 45 any discomfort. He gently pulled Daniel until his head was just beneath the hole. Then, all the other rescue workers above the hole slowly hoisted Daniel to the surface.
- 9 Just before he was airlifted to a nearby hospital, Daniel thanked the rescue team for having saved his life. The doctors at the hospital were astonished to discover that he suffered only dehydration and superficial cuts. Daniel was hospitalised for three days. 50 Despite the ordeal he had gone through, he had this to say: "Mountain-climbing has always been my passion. I can't wait for my next mountain-climbing expedition."

Adapted from *Reader's Digest*, June 2000

### 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)

26 From paragraph 1, why were there not many mountaineers at the chalet?

Many candidates were able to answer this question because of the key words both in the question and the passage.

because of the unfavourable weather conditions

Candidates understood the situation why there were not many mountaineers at the place because the conjunction in the sentence helped them identify the reason in the sentence, "There were not many mountaineers at that time because of the unfavourable weather conditions".

Some candidates misinterpreted the requirement of the question:

continuing his journey home the next morning

Candidates misinterpreted the idea from line 2, “continuing his journey home”, thinking that mountaineers were on their way down the mountain.

**Question 27 (a)**

*From paragraph 2, what caused Daniel to wake up?*

A majority of the candidates were able to answer this question, for example,

by a loud roar of thunder.

The word “woken up” helped the candidates to zoom in on the correct patch of information.

Some weak candidates mindlessly lifted the wrong answer based on key words like “The sound of the howling wind” and “open window”.

the sound of the howling wind echoed through an open window.

**Question 27 (b)**

*From paragraph 2, what made Daniel realise that the chalet had collapsed?*

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

he tried to sit up but instead bashed his head against something hard.

Many of the weak candidates who gave wrong answers misunderstood the question as to the time frame of Daniel’s realization of being trapped as opposed to the time the structure collapsed.

he realised with ~~horror~~ ~~here~~ horror

**Question 28 (a)**

*From paragraph 3, which word means “without having to think”?*

Most candidates who were able to connect the action happening and Daniel's response to that action were able to pick the correct word

*Instinctively.*

Many candidates were not aware of the difference between word and phrase as they copied more than one word from the text:

*Feeling completely helpless -*

**Question 28 (b)**

*From paragraph 4, what two things did Daniel use to keep himself warm?*

Many candidates were able to lift the relevant line or phrase as they were looking for two items to keep him warm.

(i) *Cotton cover*

(ii) *Jacket*

Some candidates did mindless lifting of phrases or sentences without realizing that certain words in their answers give a different meaning than that required by the question.

(i) *He felt a cotton cover at the end of the bed.*

(ii) *He ripped a piece of the material free.*

### Question 29(a)

*From paragraph 5, why do you think the firefighters looked into cracks and yelled?*

Some candidates were able to give the correct answer in their own words as they were able to interpret “can you hear me” as waiting for a response from victims.

They want to look whether there are survivor around  
that place

Most candidates failed to identify the reason because they thought that Daniel was the only survivor at that time whereas the firefighters were not specifically looking for Daniel only.

because they heard Daniel's faint voice

### Question 29 (b)

*From paragraph 8, who was the patient?*

Some candidates were able to make the connection as to the subject in question as the rescue in progress was centered only on Daniel.

Daniel

A small number of candidates chose the wrong word as they were unable to identify the subject as required in the question.

Jim

### Question 30

“Mountain-climbing has always been my passion. I can't wait for my next mountain-climbing expedition.”

Based on this statement, how would you describe Daniel's character?  
Give a reason to support your answer.

Most candidates were able to identify a suitable characteristic and also provided a relevant reason:

Characteristic: Brave

Reason: He still want to do his expedition even though he had face an unexpected incident.

A small number of candidates were not able to identify a suitable characteristic and provide a relevant reason in the given context of the question:

Characteristic: Caring or responsible

Reason: He save his family with fire

### **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

- 31 Daniel was trapped in his room during a landslide. Based on the passage given, write a summary on **what the rescuer did to save him**.

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form (not in note form)
- use materials **from line 25 to line 47**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

*Rescue workers and volunteers started by clearing the rubble and ...*

[15 marks]

## 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 on what the rescuer did to save Daniel.

## 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 which is to be text dependent in shaping their responses. Any attempts to use own words were 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

Better candidates understood the requirements of the task and were able to select the relevant information to write a summary on what the rescuer did to save Daniel.

Candidates were able to complete the first sentence using the ten introductory words – **Rescue workers and volunteers started by clearing the rubble and peered into gaps and cracks, yelling for survivors.**

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. **“When Daniel’s voice was heard, they worked endlessly to eventually expose a large slab of concrete above Daniel”**

Rescue workers and volunteers started by clearing the rubble and peering into gaps and cracks, yelling for survivors. When Daniel's voice was heard, they worked endlessly to eventually expose a large slab of concrete above Daniel. Carefully squeezing their way into a small chamber, more rubble was then cleared, and yet another slab was discovered. Three hours in, a fireman spotted a hand emerging from a crack, and digging commenced immediately. Though exhaustion set in, they kept working. Two boulders were removed and a hole was cut through a slab using a circular saw. A paramedic slid into the opening and placed a harness around Daniel's waist, before gently pulling him until his head was beneath the hole. The rescue workers then slowly hoisted Daniel up.

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. “The workers exposed a huge slab of concrete above Daniel after the news of the survivor has spread”.

Candidates showed good use of conjunctions.

The writing was clear, well-organised and coherent. Spelling and punctuation were accurate. Some occasional errors in grammar could be detected in the writing.

Rescue workers and volunteers started by clearing the rubble and peered into cracks and yelled. The workers exposed a huge slab of concrete above Daniel after the mass of survivor has spreaded. They wriggled into a small chamber and began clearing more rubble. The rescuers started cutting a hole through the slab above Daniel with a circular saw. Once that was done, the hole was now large enough for a paramedic to enter. The paramedic quickly slid into the cavity to prepare Daniel to be moved out safely. The paramedic placed a harness carefully around his waist to make sure he his comfortable. Then, the paramedic gently pulled Daniel until his head was just beneath the hole. All the other rescuer above the hole slowly hoisted Daniel to the surface.

(130 words)

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.

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

Rescue workers and volunteers started by  
clearing the rubble and initially the only sounds  
were from the birds overhead. This is unfavourable  
weather conditions. They were terrible storm outside.  
~~He~~<sup>He</sup> is not a it felt like concrete. The cotton  
cover at the end of the bed and piece of the  
material free. This is not feel any discomfort by  
the gurgle of water beneath the rubble.

## **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 poem question was better than the response to the question on the novel. A significantly high percentage of the candidates did not attempt the questions in this section.

32 *Read the poem below and answer the questions that follow.*

#### **He had such quiet eyes**

He had such quiet eyes  
She did not realise  
They were two pools of lies  
Layered with thinnest ice  
To her, those quiet eyes  
Were breathing desolate sighs  
Imploring her to be nice  
And to render him paradise

If only she'd been wise  
And had listened to the advice  
Never to compromise  
With pleasure-seeking guys  
She'd be free from "the hows and whys"

Now here's a bit of advice  
Be sure that nice really means nice  
Then you'll never be losing at dice  
Though you may lose your heart once or twice

**Bibsy Soenharjo**

### POEM (QUESTION 32)

#### GENERAL PERFORMANCE

The poem chosen for SPM 2013 was "He had such quiet eyes" by Bibsy Soenharjo. Many candidates were able to answer question 32(a) (i) and (ii), 32(b) and 32(c) accurately. Better candidates had no problems providing their personal responses for question 32(c). Weak candidates however, just mindlessly copied the lines in the poem or did not attempt to answer.

**Question 32 (a) (i)**

Most candidates were able to give accurate answers as required by the question:

..... The man's quiet eyes. ....

A small number of candidates gave irrelevant answers.

..... They were two pools of lies .....  
.....

**Question 32 (a) (ii)**

Most candidates were able to give the correct word.

..... 'Imploring' .....  
.....

A small number of candidates lifted irrelevant words of the poem

..... were breathing desolate sighs. ....  
.....

**Question 32(b)**

Some candidates were able to accurately state the feeling expressed in the two lines.

..... Feeling cheated .....  
.....

Most candidates gave wrong answers because they were unable to come up with a suitable feeling. Some lifted irrelevant parts.

..... The man is feeling listened to the advice .....  
.....

### Question 32(c)

Many candidates gave good responses as advice, some in their own words.

Advice 1 : *Be careful in the next relationship*

Advice 2 : *Listen to the advice given by parents and friend before in a relationship.*

Some candidates gave actions as suggestions and not advice.

Advice 1 : *..k.l.p.i.n.g. <sup>friend</sup> ~~the~~ ~~from~~ ~~problem~~ ~~with~~ ~~together~~*

Advice 2 : *..don't advise before someone*

### 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 opinion based 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)

33 *The following are the novels studied in the literature component in English Language.*

The Curse	–	Lee Su Ann
Step By Wicked Step	–	Anne Fine
Catch Us If You Can	–	Catherine MacPhail

*Choose any **one** of the novels above and answer the question below.*

Write about an important decision made by **one** of the characters.

With close reference to the text, explain how it affects the other character(s).

## GENERAL PERFORMANCE

Candidates were asked to choose one of the novels they had studied and respond to the question which was to write about “an important decision made by one of the characters”.

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 or just giving the synopsis.

Most 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.

Some 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

I would like to choose The Curse, which is written by Lee Si Ann. There's a lot of character in this novel. But, I just want to highlight the character of Madhuri, which is I found interesting.

To make sure Madhuri's ~~will~~ <sup>live</sup> heart is always happy, she had decided to still be loyal with his true love with Mohd Asraf. Although there ~~are~~ <sup>were</sup> a lot of obstacles disturbed their love romantic relationship, she still taught that only Mohd Asraf ~~is~~ was her true love. Even though Madhuri had been a wife to Haji Ghani, but she still refused to obey to her husband and still meet and love Mohd Asraf. This important decision, which is made by Madhuri had ~~effe~~ affected the other characters in this story.

First, because of Madhuri's decision to still love Mohd Asraf, her father's heart, which is Pak Salleh, had been frustrated. Pak Salleh knew about their relationship when he accidentally saw them in the rubber estate. Pak Salleh always ~~taught~~ taught that after being ~~married~~ ~~married~~ married with Haji Ghani, Madhuri was a loyal and obedient wife. ~~This decision~~ Madhuri's decision had made Pak Salleh to become a murderer. Pak Salleh was very angry when he saw Madhuri and Mohd Asraf in a very unpleasant condition in the estate. Because of the anger in himself, he <sup>had</sup> stabbed on Madhuri without conscious. In my opinion, Pak Salleh should try to speak wisely to Madhuri and advise her properly. He should not do the action before thinking very well.

Second, Madhuri's decision also made Haji Ghani as a husband that cannot take care of his wife properly. Besides, because of that, Haji Ghani cannot get Madhuri's love and owned an unloyal wife. Haji Ghani also ~~was~~ frustrated with the decision as he loved Madhuri. He bought a lot of jewels to Madhuri to show his love. But, Madhuri still refused it and love Mohd Asraf very much. In my opinion, Haji Ghani should ~~asked~~ ask and think properly before he got marriage with Madhuri. He should ask Madhuri if she had ~~own~~ <sup>her</sup> own lover or admirer.

Third, Madhuri's decision also made ~~As~~ Mohd Asraf loss her. When Madhuri still with his decision to love Mohd Asraf, <sup>her</sup> ~~her~~ father was very angry. Because of the anger, her father ~~was~~ <sup>ac</sup> was accidentally stabbed on her. and this situation made Mohd Asraf loss Madhuri in a blink of an eye. In my view, if Madhuri loyal to her husband and persuade Haji Ghani to leave her properly, I am sure that they will be together. Furthermore, Mohd Asraf will never loss Madhuri. But, in other part, if Madhuri still obey to his decision, Mohd Asraf will loss Madhuri.

As conclusion, I think that ~~we should~~ making an important decision is a very difficult thing in our life. We should to think properly and wisely so that the best decision can be ~~acc~~ achieved.

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

The novel that I have studied is Step By Wicked Step written by Anne Fine. This story ~~revolves~~ revolves around is about five <sup>students</sup> ~~girls~~ from Stagfire School who went to a school trip ~~with~~ to Old Warwick Hall. They were chosen by their teachers but they themselves ~~have~~ had no idea why they were picked. Upon spending a night there, they found out that there was something ~~of~~ similar between all five of them which was they came from ~~a~~ broken families. They found a journal and started exchanging stories about their lives.

An important decision made by one of the character ~~was when~~ is the decision made by Richard Warwick. His decision was to run away from home because he felt as if he was a stranger in his own house. Reverend Coldstone took the title as the man of the house from him. He also sent Richard to Mordanger School and there, he had a bad time being bullied. So, he decided to escape home.

By running away, he thought that his problems will be solved but then he caused his family members to face a bad time. As for his ~~own~~ mother, Lilith, she searched hard for money to seek for her son, Richard. <sup>She</sup> ~~is~~ even fought with Reverend Coldstone because Reverend Coldstone said that she was just wasting time searching for a useless boy. However, as a mother, she must search for Richard for <sup>the</sup> ~~a~~ love of a mother towards their child is so strong that she ignored the ~~advice~~ ~~s~~ advices and words given by Reverend Coldstone. ~~Not~~ ~~managing~~ to complete her search, she died of being ~~two~~ ~~sad~~, ~~because~~ not having Richard with her.

Another <sup>character</sup> ~~character~~ that is affected by Richard's decision is Reverend Coldstone. He ~~is~~ <sup>was</sup> Richard's stepfather and they never liked each other. When Richard ran away from home, he did not ~~feel~~ feel sad but he was happy instead because he managed to get rid of a boy that ~~he~~ ~~thinks~~ ~~is~~ ~~useless~~ ~~thought~~ <sup>for him</sup> is useless and ~~rebellious~~ <sup>rebellious</sup>. Although he was happy, he had to face the fact that Lilith loved her son and will do anything and spend everything to look for her. So lastly, he died ~~of~~ of anger. He could not get the wealth nor the house.

Next, the <sup>character</sup> ~~character~~ that is affected by Richard's decision is Charlotte. Like Lilith, she ~~too~~ also spent a fortune to look for Richard. To get money, he married Charles Devere even though she ~~does~~ <sup>did</sup> not love the man. Her husband promised her that ~~she~~ he will give her money to search for Richard. This situation <sup>showed</sup> ~~shows~~ that Charlotte's love towards Richard is very strong. She ~~is~~ ~~a~~ sacrificed her happiness in order to seek for his brother. When Richard went home, he found a letter from Charlotte. She died <sup>due to</sup> ~~during~~ childbirth. If Richard had not run away, she might not have to marry Charles Devere. She might ~~not~~ <sup>pregnant</sup> not get ~~pregnant~~ and ~~she~~ <sup>might</sup> ~~not~~ die.

These incidents proved that Richard's decision affects the live of his mother, his stepfather and also <sup>Charlotte</sup> ~~Richard~~. He should think of the consequences before ~~decide~~ deciding because the live of his loved ones were ruined. His mother died of sadness. His stepfather died of anger and Charlotte died due to childbirth. Maybe if Richard did not run away at the first place, his mother may lead a happy life. ~~Mr. Coldstone may~~ ~~could~~ get along well with Richard and Charlotte maybe married to someone she loves. However, everything was ruined because of the decision that Richard made, running ~~away~~ away from home.

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.

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

### An Example of a Weak Answer

Based the novel that I <sup>had</sup> studied, The Curse written by Lee Su Ann. Many characters in this novel that had made ~~make~~ an important decision. One of them is Azreen.

Azreen is brave. She made the decision that very important. <sup>It started when</sup> Asraf led the a group of the villager to go to the Old Lady's house. They are very angry to the ~~villager~~ Old Lady because they think that Nek <sup>was</sup> ~~is~~ died because of her. They called the Old Lady evil ~~&~~ witch.

Meanwhile, Azreen get news about that and <sup>she</sup> quickly  
bravely  
go to the Old Lady's house. Azreen ~~is brave~~ for defended  
the Old Lady. Azreen tried to explain that Old Lady  
is not evil witch. Azreen shows bravery, tried to talk to  
the angry villager. Azreen made a good decision for  
defend the Old Lady from attacked of angry villager.

In conclusion, there are many characters that  
made an important decision in the novel. But, I like  
Azreen the most because of her characteristic for  
make an important decision.

Candidate has identified a character that makes an important decision and gives little textual evidence.

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

About the novel tittle is Step by wicked Step  
is someone have Step father and Step mother. He don't  
like the Stepfather, Stepmother, Step sisters and Stepbrother  
One day he go to camp and see one story book  
about the Stepfamily and he sad. He already don't  
like the Stepfamily because the Stepfamily very  
naughty as specially the Stepbrother. What ever he  
do, he not happy. and enjoy.

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 memorization.
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 answer questions on higher order thinking skills about character, event, theme and moral value.
8. Candidates must be taught and reminded to be consistent in the use of the tenses when answering the question.