



KUPASAN MUTU JAWAPAN

BAHASA INGGERIS 1
1119/1

SPM
2014

KEMENTERIAN PENDIDIKAN MALAYSIA



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ASSESSMENT INSTRUMENT

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

ASSESSMENT DESIGN

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

Constructs assessed are as follow:

In Section A: Knowledge & Understanding (Reading Skill)
Application (Writing Skills)

In Section B: Application (Writing Skills)

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

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

SECTION A (QUESTION 1) : DIRECTED WRITING

In this section, the candidate was required to write a response to a task in clear and accurate Standard English, using a style and tone appropriate to the task. For SPM 2014, the task required the candidates to write **an article for the school magazine on how to ensure safety in the neighbourhood**. Based on the rubric, the candidates were expected to provide details on crime prevention. The total marks for this section is 35: 2 for Format, 13 for Content and 20 for Language.

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Candidates who scored high marks displayed very good linguistic ability and were able to address the task accurately and clearly. Few grammatical mistakes were made and a flair for the language was shown. Vocabulary was precise and varied. Varied sentence types and structures were employed to achieve an intended effect. The writing was coherent with appropriate use of punctuation and paragraphing. They were able to use cohesive and logical connectors to link sentences. Candidates in this group had no problems with the format. Ideas were well-developed and the response had an appropriate tone and style. Overall, the reader would be convinced that the response could be a real article for the school magazine. Scoring 12-13 marks for content was the norm.

Candidates with average performance showed understanding of the requirements of the task but lacked the linguistic ability to write effectively. They were unable to sustain accuracy throughout. However, most of the errors were single word errors. Vocabulary was limited and sentence structures repetitive. Answers generally displayed a lack of organisation and coherence. The content points were expressed clearly with most candidates scoring above 10 marks for them. Ideas were developed but were at times disorganised. The correct format, an article, was used.

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

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

STRENGTHS AND WEAKNESSES OF THE CANDIDATES

Examples are taken from the candidates' responses.

STRENGTHS

Format

Stay Safe!
By : Jeremiah Koshy

The candidate is able to provide a proper format for an article. A suitable title and the name of the writer are provided as required.

Written by,
Ooi Zhu Xin

Sometimes the name of the writer is presented towards the end of the answer. This is also acceptable.

Safety, Our Duty

Crime does not discriminate and you could be the next target. The recent hike in crime rate has not helped with the situation as fear ripples through every level of society. Hence, to both shield yourself from crime and give you the ability to act should the situation arise, here are a few crime prevention tips to ensure safety in your neighbourhood.

There is a suitable introduction to the article. As the readers are mainly students, the tone is not formal but engaging.

Content

The candidate is able to score 13 out of the 13 content points. These content points are the details to be included in the article. The 13 points are:

- C1 neighbourhood patrol
- C2 campaigns
- C3 martial arts classes
- C4 whistle
- C5 pepper spray
- C6 know your neighbours
- C7 telephone numbers of neighbours
- C8 lock all doors and windows
- C9 lights on at night
- C10 alarm
- C11 police
- C12 first way to keep safe on the way home
- C13 second way to keep safe on the way home

Since all the points are suggestions on actions that should be taken, an appropriate verb should be provided for each of the point.

As an individual in society, you play an active role in crime
prevention too. It could be as simple as going attending martial arts
classes in order to better protect yourself. It could even mean
carrying a whistle and a pepper spray to attract attention and
give yourself a fighting chance in the event of an emergency.

In terms of **accuracy**, the candidate is able to produce a piece of writing that is almost entirely accurate (see example above). Very few errors are made as the candidate understands the rules of the language (grammar). As a result, the meaning is brought across clearly and effectively and the reader has little difficulty understanding the article.

Crime is a problem. Not only is that an undeniable fact, but it also happens to be ~~a~~ one of the many factors that threaten the safety of a neighbourhood. There are a myriad of ways to prevent one's neighbourhood from being ~~targets~~ a target of crime, and here, we shall have a look at some of the more important ones.

In the above example, sentence structures are varied and sophisticated, showing the candidate's ability to use sentences of different lengths and types to achieve an intended effect. The short simple sentence that begins the paragraph gives emphasis to the issue discussed.

Safety, Our Duty

Crime does not discriminate and you could be the next target. The recent hike in crime rate has not helped with the situation as fear ripples through every level of society. Hence, to both shield yourself from crime and give you the ability to act should the situation arise, here are a few crime prevention tips to ensure safety in your neighbourhood.

The candidate's vocabulary is wide and used with precision. The phrases, "does not discriminate" and "fear ripples" are used accurately and convey the precise meaning.

Then, you should always remember to lock all doors and windows at night before you turn in for the day. Crime is a cowardly assassin, never seen but ever-present, awaiting you to lower your guard before striking viciously. Besides that, ~~the~~ statistics show that criminals frequently carry out their work when the house is empty.

The organisation of the essay is excellent. Paragraphs are well-planned, have unity and are appropriately linked. In the example above, the use of connectors such as *Then* and *Besides that* helps in the organisation of the writing. The ideas flow smoothly and the reader is able to follow the ideas expressed rather easily.

With the neighbourhood secured, crime will rear its ugly head and turn its attention to easier prey — School children.

On the whole, punctuation is accurate and helpful to the reader. In the example above, the candidate is able to punctuate accurately, making good use of the comma, dash and full-stop to aid in the reading of the article.

Leaving the lights on at night serves to deter these petty thieves whom rob on a whim. Needless to say, installing an alarm should be prioritised to alert you should such an event occur. Being robbed while dozing is not a pleasant thought.

Spelling is accurate across the full range of vocabulary used, especially with difficult or tricky words. Words that are often misspelt by candidates, such as *installing* and *prioritised*, are spelt correctly above.

This is all I have to share today.
Let us ~~stand~~ work as one to prevent and combat crime by starting a change in ourselves, as Mahatma Gandhi once said "you must be the change you wish to see in this world."

Style and tone is informal and engaging. The reader is convinced that this could be a genuine article in a school magazine.

WEAKNESSES

Format

The candidate does not include all the elements of an article (title and name of the writer).

Content points

Many candidates miss out content point C11 (police) as it is presented more as a footnote in the poster. Many of them also overlook content points C12 and 13 (two other ways children can stay safe on the way home) as they are listed on a separate page.

that are happening • Also, your housing estate's
president should inform to near neighbourhood
patrol • If any crime happens in your

Besides, meaning expressed for some content points is not clear. In the above example, the point “neighbourhood patrol” is unclear. No content mark is awarded.

window We did not know if someone were watching
our movement in the house. We should add more lights
at our house because at night it will make our
house dark. It will ^{make} easier the robber easy to do their

In the example above, the point “lights on at night “ is also not awarded any content mark as the meaning is distorted.

In terms of **accuracy**, serious errors are made by the candidates reflecting a lack of understanding of some grammar items. The common errors made by the candidates are shown in the examples below.

Crime rates have increased alarmingly around the world whether the
people knew about it or not. The act of thieveries, murders, vandalisms and many
more spread like viruses. These kind of crimes escalated so quickly that people

The candidate is not consistent in the use of the **tenses**.

window. We did not know if someone were watching our movement in the house. We should add more lights at our house because at night it will make our house dark. It will ^{make} easier the robber easy to do their

The candidate uses the wrong **subject-verb agreement**. Was should have been used instead of were.

After that, we also have important things to do. We should learn martial arts classes. The martial martial

There is evidence of wrong **vocabulary** used. The verb *learn* is inappropriate and should be replaced with *join* or *attend*.

The firstly I live at housing estate. The neighbourhood patrol at night for take care about housing estate. When the neighbourhood always making patrol at night, the stake don't brave to come at this housing estate.

In the above example, the candidate repeats the phrase *housing estate* 3 times in just a short paragraph. This clearly shows his **lack of vocabulary**.

On the other ways are lock all doors and windows. You should ~~that~~ make sure that all doors and windows lock. You also should lights on at night for make sure that if anyone want to robber your house, they think that have a people inside. Then, you should set alarm. The other ways school children can stay

In the above example, the **repetitive sentence structures** give the paragraph a monotonous effect. The candidate relies heavily on the expression "you should ..."

I hope that all those who took the time to read this ^{article} learnt a thing or two. As fellow students, we should do our part to prevent crime from occurring. Thank you for reading, stay safe.

Getting to know them kills two birds with one stone as you would have a more fulfilling relationship with them and there would be a

There are misspellings in some words: *occurring* and *fulfilling*.

through. So, my fellow schoolmates, I beseech you to follow these steps to a ~~safe~~ life where crime can find no opportunities to exploit.

The tone is not particularly suitable. In the above example, the tone is too formal for an article in a school magazine.

SUGGESTIONS FOR STUDENTS

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

SUGGESTIONS FOR TEACHERS

1. Teach students to understand the task of the question and to identify the main content points.
2. Give practice on writing in different formats/layout like letter, speech and report.
3. Remind the students to allocate the last 5 to 10 minutes for checking.
4. Teach students to use Standard English.
5. Remind the students to use all the content points given in the rubric.
6. Devote more time on grammar so that the students will be able to write grammatically correct sentences.
7. Train students to write a variety of sentence structures. Teach them how to use the different types of structures appropriate to the tone required for the task.
8. Encourage reading.

SECTION B (QUESTION 2) – CONTINUOUS WRITING

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

GENERAL PERFORMANCE

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

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Candidates in the high achievement group:

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

Candidates in the average achievement group:

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

Candidates in the low achievement group:

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

STRENGTHS AND WEAKNESSES OF THE CANDIDATES

STRENGTHS

The wind blew strongly. Out at sea, a mere speck on the horizon, sat the *Jeashell*. On board this medium-sized vessel were the ten crew members manning her. ~~Inspected closely, there~~ Ten minutes, twenty minutes, thirty minutes. Still, she calmly floated along, mildly buffeted by the gentle, deep sea waves. On closer inspection, there was not a single soul on deck. Still, she moved with the rise and fall of the sea waves.

Language is entirely or almost entirely accurate except for very occasional first draft slips that are generally not reflective of the candidates' overall ability. The above is a good example of this. He is telling the story of a fisherman

Man overboard. Not just any man, for that man was his son. Lost to the tide and waves. Forever. A single tear rolled down his cheeks, that too was lost in a stream of sea water as the tempestuous ocean tossed his tiny fishing boat about. Still, he persevered. He

Sentence structures are varied and sophisticated showing the candidate's proficiency in the language and the ability to use sentences of different lengths and types to achieve an intended effect. There is a good range of well-structured sentences including complex sentences.

Below deck, the missing crew members crowded around a single man. A fisherman. He wolfed down the meagre fare before him, just bread and eggs, devouring every last morsel. For a long

Vocabulary is wide, sophisticated and used with precision. The above candidate employs words/expressions like *wolfed down*, *meagre fare*, *devouring* and *morsel* to paint a vivid description of the fisherman's condition.

Other parents employ the phrase "do what I tell you, not what I do", how hypocritical! Sure, we understand that you care enough for us to desire to protect us from making *si* the same mistakes you made. The thing is, making mistakes is what make us human and though

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

weathered his hands had become. Chipped fingernails, calluses as hard as rock but as rough as sandpaper; his hands were hardened from a life at sea. He had frequently looked in the mirror at home. He was getting old. His hair, once a glossy black, was ~~turning~~ turning gray around the edges. A wiry, sun-tanned body, with scars criss-crossing his torso, a memento of a near-fatal accident, stood unsteadily on solid ground. He was a man of

Spelling is accurate across the full range of vocabulary used. Here, the candidate handles words like *calluses* and *memento* correctly.

Many parents are just way too overprotective of their children. While a few parents are a bit more relaxed and laid back, the majority of them treat us like dolls made from Chinese porcelain and rush to our aid the moment we fall. Instead of allowing the pain to register and our brain to make the necessary connections, our parents short circuit

In terms of subject matter, the above candidate is able to provide a lively discussion on the lack of freedom given to the teenager. The reader's interest is aroused and sustained throughout the writing.

WEAKNESSES

The candidates' lack of proficiency in the language is reflected in the various kinds of errors made. Some of the common errors made by the candidates are depicted in the examples below.

as " Rendang ", " Ketupat ", " Nasi Impit " and " Kuah Kacang .
I felt so happy and thankful to God because I am still
alive to celebrate this day with my family.

The candidate should have used the present tense ' I feel so happy ... ' instead of the past tense.

Making good memories with them and having fun together is a must in such
occasions.

In the above example, the candidate should have used the preposition ' on ' instead of ' in '.

which can help me in my examination . At that
moment , I felt that before this I have ask many
of my friends that they will be able to share
or borrow their books whenever I was sitting

The candidate should have used the present perfect tense ' I have asked many of my friends ... ' in the example above.

" I just want the best for my family , as a man , I should
not asking such helps from you " said Azim .

In the above example, the candidate should have written "...such help from you ..." as the noun ' help ' is uncountable.

At the time that she company me, we wake up on the morning
and make some breakfast together. After we ^{had some} breakfast, we cleaned my

In the above example, the noun 'company' should be replaced by the verb 'accompanies'.

like to eat the eggs. When I come back, my wife
and my children hugs me. I want to change my life
~~and~~ because I cannot bear to see my family face. At

In the above excerpt, the wrong subject-verb agreement is used. '...my wife and my children hug me' should be used instead of '...my wife and my children hugs me'

why are animals important to human beings is we can loving to animal.
example, rabbits and cat. Next, animal to human beings important because we
have for safety in life animals. The animals have happy in diary life someone when
each loving at animals.

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

Remembering all the good times I had when celebrating her birthday is such
a pleasure. If I remember it correctly, the occasion was held nearby a swimming pool.
I remember vividly when my cousins swam in the big pool trying to stay afloat.

In the above example, the candidate uses the word 'remember' three times, thus showing a lack of vocabulary.

We should not let our ^{life} condition from be ^a good successful people. Everyone in this world have their own problem. ~~What~~ We should not the problem covers our ability to success. We should know to handle our problem. We cannot blame ~~at~~ other people for our lack of knowledge.

Repetitive structures are used, giving the above paragraph a monotonous effect. The candidate relies quite heavily on the structure: "We should /should not ..."

Parents these days are masters of illusion. They have successfully convinced their children that they have been very lenient and have given much freedom to their children but not so. Although

over them. The calm before the storm was real, horrifyingly real. The seas became tumultuous. Then Mother Nature let loose.

In the two examples above, the candidates fail to spell the words *successfully* and *tumultuous* correctly.

up child a fancy car to ^{zip around} ~~drive~~ ~~around~~ in. Freedom can in fact only fully manifest itself when employed within boundaries. ~~After all, I~~
 In today's generation we may be allowed some kinds of freedom but we sacrifice the freedom of thoughts, maturity, experience and virtues.

The above candidate should have made use of the comma in a few places to aid the flow of the reading. Commas should have been used in this way... "Freedom can, in fact, only fully manifest itself" and "In today's generation, we may be ...". This will help greatly in one's understanding of the text.

When i arrived at that hotel i was told by them to
~~eat~~ closed my eyes and they take me to the hall ~~with water~~
~~i inside~~ in the hall i smell a sweet ~~thing~~^{thing} i think
it is cake, and ~~sudden~~ suddenly they pour a shower of water on me
~~i was~~ ~~is~~ very cold ~~the~~ and wet. ~~i was~~ they ~~has~~ told me that
was ice bucket challenge. i very happy.

Candidates sometimes use text (SMS) language. In this example, 'i' is used in the lower case. This is not acceptable in formal writing.

SUGGESTIONS FOR STUDENTS

1. Organise the essay in paragraphs.
2. Edit the essay after completing it.
3. Do not use correctional fluid/tape as writing can be smudged or words omitted.
4. Remember to indicate the question number of your answer.
5. Be more ambitious in terms of:
 - Variety of sentence structures.
 - Sophisticated and extended vocabulary
 - Interesting expressions
6. Cultivate the reading habit to enrich your vocabulary.

SUGGESTIONS FOR TEACHERS

1. Incorporate different teaching strategies to teach writing especially for weak students; parallel writing, process writing.
2. Teach students to plan before they start to write. Use mind-maps, etc.
3. Remind students to write the required number of words, as some candidates wrote far short of the required number of words.
4. Emphasise grammar and spelling. Have sufficient grammar practice.