



KUPASAN MUTU JAWAPAN

BAHASA INGGERIS 2
1119/2

SPM
2014

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 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 giving 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 the novel question in 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 Reading Comprehension (Section C) and Poem (Section 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. Candidates did not do well in the novel section as they failed to fully understand the task.

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

PENANG: A charity concert by a well-known local singer, Aril Adam, **drew** a huge crowd to City Stadium last night. It was estimated that some 10,000 fans turned up for the event.

- 1 In the report above, the word **drew** can best be replaced with
- A dragged.
 - B inspired.
 - C attracted.
 - D persuaded.

The question requires the candidates to give the best word to replace the word 'drew'. A high percentage of the candidates know "*attracted*" is the best word to replace "*drew*" in the phrase "*drew a huge crowd*". The candidates who chose the other three options clearly do not know the meaning of phrase "*draw a crowd*" as the concert cannot "*drag a crowd*", "*persuade a crowd*" or "*inspire a crowd*".

Question 2

**MILLENNIUM HORIZON AVIATION
SUNGAI BESI, KUALA LUMPUR**

**SCHOLARSHIP FOR INTERNATIONAL COMMERCIAL
AIRLINE PILOT CADETS**

- Minimum SPM/STPM qualification
- 17 – 30 years old
- Open to all nationalities
- Physically fit
- Professional training in England
- Not contracted to serve the company

Tel : 03-23345789 E-mail : *mha@kl.com*

- 2 Which of the following statements is **true**?
- A There is no age limit for applicants.
 - B Applicants will undergo training locally.
 - C Applicants from any country are welcomed.
 - D The company requires applicants to work for them.

Good candidates understood the entire advertisement and were able to identify the true statement that reflects the information given. The candidates know that “*open to all nationalities*” means applicants from any country can apply for the scholarship. Weak candidates were unable to differentiate whether the statements were true or false as they failed to comprehend fully the advertisement.

Question 3

Residents of the eight-storey Moonlight Apartments in Kampung Bahagia, Kuching are tired of the poor services provided by Salam Development Sdn. Bhd. Two months ago, they had to pool their resources to mend the only lift in the building. The company had failed to take action to solve the problem although endless complaints had been made. The residents had even threatened to vacate the premises.

- 3 The residents finally solved their problem by
- A moving out of the apartments.
 - B using their own money for repairs.
 - C taking legal action against the developer.
 - D making many complaints to the management.

Only a small number of the candidates managed to draw the correct conclusion for the task based on the extract. This question tested the candidates' ability to apply higher order comprehension skills where they had to use thinking skills to identify the problem and its solution. Candidates also need to understand the expression "*pool their resources to mend*" to come to the right conclusion.

Question 4

Sleep is an important factor in minimising arthritis pain. Work on improving your sleep by getting exercise early in the day, and avoid caffeine or alcoholic beverages at night. Keeping your bedroom dark, quiet and cool also helps. Take a warm bath to relax and soothe sore muscles before you retire for the night.

- 4 From the article, one way to ensure a good night's sleep is by
- A massaging sore muscles.
 - B doing sufficient exercise.
 - C retiring early for the night.
 - D being silent in the bedroom.

A significantly large percentage of the candidates most likely misinterpreted the idea of "*keeping your bedroom dark, quiet...*" as "*being silent in the room*". Some of the candidates who chose "*massaging sore muscles*" wrongly linked it to the idea of "*soothe sore muscles*". According to the text, taking a warm bath soothes sore muscles.

Question 5



- 5 From the conversation above, what is Sandra's feeling about the hunt?
- A fear
 - B worry
 - C anger
 - D disappointment

This question requires candidates to interpret the conversation between two characters who were discussing a crocodile hunt. Good candidates were able to identify the correct feeling – ‘disappointment’. The sentences “*There could be other ways to deal with the problem rather than killing the crocodile. It's a pity.*” helped them to draw the correct conclusion. Weaker candidates opted for “worry” as this feeling could have been mistakenly linked to the words ‘upset’, ‘problem’ and ‘pity’ which appear in the text.

Question 6

Good evening and Happy Malaysia Day to all the beloved citizens of Malaysia.

With God's grace, we are able to celebrate the 48th anniversary of the formation of Malaysia as citizens of an independent, democratic, peaceful and harmonious nation.

The tale of Malaysia's journey is indeed colourful. From a low income agricultural nation, we have now successfully *emerged* as a moderately high income, modern industrial nation. Although the success attained is monumental and very significant, it is not a reason for us to cease our effort to become comfortable.

Excerpt of Prime Minister's National Day speech

- 6 The Prime Minister is asking Malaysians to
- A remember the nation's history.
 - B preserve the country's independence.
 - C be satisfied with the nation's success.
 - D take responsibility for the country's future.

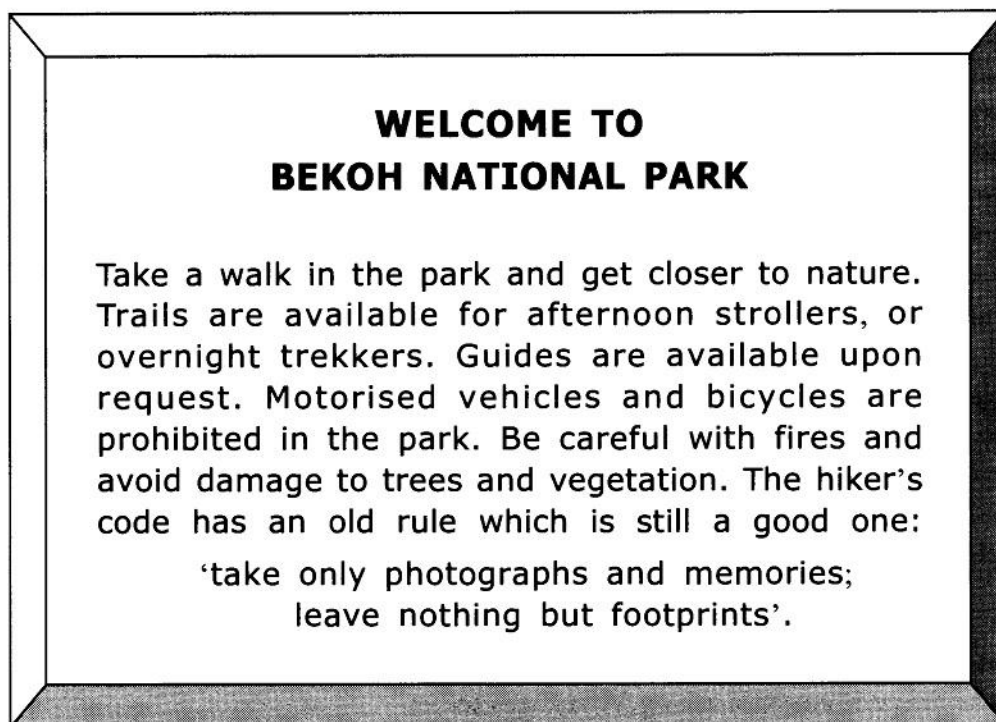
Not many candidates comprehended the main message in the speech. They were unable to equate "...it is not a reason for us to cease our effort.." to the idea of "taking responsibility for the country's future". A significantly large percentage of the candidates drew the wrong conclusion that the message was for us "to be satisfied with the nation's success".

Question 7

- 7 The word *emerged* can best be replaced with
- A developed.
 - B supported.
 - C obtained.
 - D formed.

This vocabulary item was slightly difficult and only a small percentage of the candidates were able to choose the correct word to replace the word '*emerged*' as used in the context of the text.

Question 8



- 8 From the notice, we know that visitors to the park are **not** allowed to
- A engage guides.
 - B drive through.
 - C stay overnight.
 - D make campfires.

Good candidates know the phrase “*not allowed to*” means “*prohibited*”. They were able to deduce the meaning of the phrase “*motorized vehicles and bicycles are prohibited*” as “*not being allowed to drive through*”. Weak candidates failed to realize that “*be careful with fires*” does not mean they cannot make campfires.

Questions 9 - 15

Questions 9 to 15 are based on the following passage. Choose the best answer to fill in each blank.

Our focus in World Environment Day is to encourage everyone to do their part for a greener and cleaner environment.

The Earth faces the threat of climate change and all countries will suffer 9 the negative effects. We do, however, have the opportunity to change course to save the environment.

Governments will have to 10 talks and together act quickly to save the environment. The world also needs to focus on its sources 11 renewable energy. 12 will not only create jobs but also help tackle global warming. If we invest in the green economy, we can turn today's crisis 13 tomorrow's progress.

Our planet needs more than just action taken by the governments and the many corporations; it needs commitment from each of us. When billions of people join forces for a common purpose, we can make a 14 difference.

On this World Environment Day, I 15 all people to take steps towards making the planet greener and cleaner. You can start by switching off the lights, taking public transport, recycling, planting a tree and even cleaning your local park.

- 9 A as a result of
B regardless
C instead of
D despite

- 13 A in
B into
C from
D through

- 10 A holding
B holds
C hold
D held

- 14 A specific
B heavy
C deep
D real

- 11 A in
B on
C of
D at

- 15 A urge
B hope
C wish
D dream

- 12 A This
B How
C What
D There

The questions were based on a cloze text which assessed candidates' grammar and vocabulary. The passage was about World Environment Day.

Question 9

..... all countries will suffer ____ 9 ____ the negative effects.

Most candidates could not link the two ideas with the appropriate connector. The link should be “*because of something*” and not “*in place of something*”.

Question 10

Governments will have to __ 10 __ talks

A large number of the candidates understand the rules governing the “*to-infinitive*” and hence chose the basic verb form.

Question 11

...to focus on its sources __ 11 __ renewable energy.

Good candidates were able to use the object preposition ‘*of*’ after the noun ‘*sources*’ in the text. Weak candidates have a poor knowledge of prepositions and failed to apply the correct preposition to complete the sentence.

Question 12

__ 12 __ will not only create jobs but also help tackle global warming.

Most of the candidates are familiar with the functions of the determiners. Weak candidates probably chose “*There*” as it is usually used to start sentences. Not many candidates chose “*How*” and “*What*” since they are used in the question form.

Question 13

....., we can turn today's crisis ___13___ tomorrow's progress.

Quite a high percentage of the candidates were able to apply their knowledge of preposition and knew in the given context it has to be "turn ... into".

Question 14

....., we can make a ___14___ difference.

Most of the candidates were able to identify the correct answer as they were able to rule out the other options as it is very unlikely to "make a *specific difference*", "make a *heavy difference*" or "make a *deep difference*".

Question 15

....., I ___15___ all people to take steps

Good candidates were careful enough to analyse the closing of the speech by understanding each and every word of the sentence and the subsequent sentence to choose "*urge*" as the correct answer. Quite a number of candidates wrongly chose "*hope* as", as we usually end speeches by using the phrase "I *hope* all of you will...".

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 meaningfully.
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 2014 paper, the task required the candidates to read a text on the benefits of buying a bungalow at a specific housing estate and using the information in the text, candidates had to complete a table.

Many candidates were able to locate the answers directly from the text. However questions 22 and 23 were a little bit more challenging as quite a significant number of candidates could not locate the specific recreational and fitness facilities 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.

Many candidates who attempted this question 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 limited writing space provided in the question paper. 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

Questions 16 to 25

Read the following text and answer the questions that follow.

If your parents are planning to buy a house, you could suggest that they purchase a bungalow situated in the Bukit Cahaya District. This housing project is undertaken by a reliable company, MH Sdn. Bhd. They offer exclusive bungalows surrounded by beautiful views stretching as far as the eyes can see. You and your family will be able to step back and enjoy the fresh, crisp air and relaxing surroundings.

Each bungalow has a built-up area of 4,000 square feet, giving your family enough space, especially if your family is large. Each unit comes with four bedrooms and a living area with large glass windows which enable you to enjoy the view of the greenery outside. A free burglar alarm system is also provided for peace of mind.

The housing area is equipped with a 24-hour closed-circuit television (CCTV) surveillance system. Located at the centre of the housing area is a spacious multipurpose hall which can be used for social functions, gatherings and indoor games such as badminton. A swimming pool and a children's playground are also provided.

Furthermore, within the housing estate, the developer has also set aside five acres of land with a picnic site exclusively for the residents. Other facilities within this area that will delight recreational enthusiasts include an outdoor gym, a tennis court and a jogging track.

A reliable bus service links the housing estate to the nearest township of Bandar Cahaya. So, your family will have quick access to an array of established amenities which include schools, supermarkets, wet markets and clinics.

The bungalows cost RM800,000 each, which is the best deal you will find.

Questions 16 to 25

Using the information from the text, complete the table below.

Bungalow unit	
Location	16
Developer	17
Built-up area	• 4,000 square feet
Security	18
	19
Recreational and fitness facilities	• Multipurpose hall
	• Swimming pool
	• Children's playground
	20
	21
	22
	23
Public transport	24
Price per unit	25

Question 16

The question required candidates to give location of the housing area.

Location	16 Bukit Cahaya District
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Most candidates got the answer correct because they understood the word 'location' and managed to identify the only relevant location from the text. Some weak candidates got the answers correct as well when they lifted the relevant phrase.

Location	16 BUKIT Cahaya
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Location	16 A bungalow situated in the Bukit Cahaya District.
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Some weak candidates were careless as the name of the location was not complete and some over-lifted words from the text.

Question 17

The question required candidates to identify the developer of the housing area.

Developer	17 a reliable company, MH Sdn. Bhd.
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Good candidates got the answer correct because they managed to identify the name of the developer. Some candidates added the idea of the company being a reliable one.

Developer	17 Company, MH Sdn. Bhd.
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Developer	17 Set aside five acres of land with a picnic site exclusively for the residents
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Some weak candidates dropped words or added word/words making the name of developer different from what it actually is. They also mindlessly lifted words from the text.

Question 18 and 19

This question required the candidates to identify two security systems provided at the housing area.

Security	18 .. Burglar alarm system
	19 .. closed-circuit television (CCTV) surveillance system

Most candidates were able to answer this question as they understood the word 'security' and were able to locate the two security systems.

Security	18 .. A free burglar alarms systems is also provided for peace of mind
	19 .. a 24-hour closed-circuit television (CCTV) surveillance system

Security	18 .. 24-hour closed-circuit television
	19 .. CCTV surveillance system

Weaker candidates over lifted the relevant parts of the sentences or splitting the same idea into two different answers.

Questions 20 - 23

These questions require candidates to identify four recreational and fitness facilities available. Three facilities were given in the table as a guidance for candidates to obtain correct answers.

Recreational and fitness facilities	• Multipurpose hall
	• Swimming pool
	• Children's playground
	20 Outdoor gym
	21 Tennis court
22 Jogging track	
23 Picnic site	

Most candidates who understood the task are able to identify all the four remaining facilities.

Recreational and fitness facilities	• Multipurpose hall
	• Swimming pool
	• Children's playground
	20 site
	21 gyms
22 court	
23 jogging track	

Some candidates were confused with the words 'recreational' and 'fitness' though the word facilities is in the text. They mindlessly lifted words from text and at times dropped key words that made their responses ambiguous. Some made the responses plural e.g. tennis courts when there is only one tennis court available.

Question 24

Candidates were required to identify the public transport available.

Public transport	24 bus Service
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Most candidates managed to locate the required information as they understood what was meant by public transport.

Public transport	24 A reliable bus service links the housing estate to the nearby township of Bandar Cahaya.
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Weak candidates did not understand the task and could not locate the relevant information to fill in the blank. Some of them copied the whole sentence and some lifted mindlessly which distorted the intended meaning.

Question 25

The question requires the candidates to give the price of the bungalow.

Price per unit	25 RM800,000
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Most candidates did not have any problem in getting the correct answer. They were able to identify the cost of each bungalow.

Price per unit	25 RM 800 00
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Some weaker candidates were careless in copying the exact price. They missed a '0' making the price different.

SUGGESTIONS FOR CANDIDATES

1. Candidates should do more exercises on information transfer of different types.
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.
6. Candidates should be careful in copying down facts from any given material especially in terms of spelling, numbers and punctuation.

SUGGESTIONS FOR TEACHERS

1. Teachers should discourage candidates from over-lifting of words or phrases.
2. Teachers should teach candidates ways to provide relevant and precise answers.
3. Teachers should expose candidates to different types of reading materials.
4. Teachers should encourage candidates to answer this section as it is the easiest.
5. Teachers should teach candidates to read the task carefully before answering the questions.
6. Teachers should teach candidates to use only information found in text and not use their own words. Sometimes the use of own words may lead to distortion in meaning.
7. Teachers should teach candidates to look out for key words when identifying answers.
8. Teachers should use authentic materials in class to expose candidates to different reading materials.

SECTION C

GENERAL PERFORMANCE

This section has two parts: reading comprehension and summary writing. Candidates' performance was above average. Some questions required candidates to apply higher order comprehension skills and then give a personal response. 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.

Questions 26 to 31 are based on the following passage.

- 1 Initially, the activity of caving did not appeal to me at all. I had always found the idea of clambering, even crawling, through narrow, wet, rocky passages in pitch black conditions not particularly appetising. However, after much persuasion from my nature-loving friends, I reluctantly found myself signing up for a Basic Caving Course organised by the Malaysian Nature Society at the Kota Gelanggi Caves near Jerantut, Pahang. The things we had to take included a helmet, knee and elbow pads, a waterproof headlamp, hand-held torch and 'dry pack'. We were also asked to bring protective clothing to cover our arms and legs completely. 5
- 2 One Friday, after a three-hour drive from Kuala Lumpur, we arrived at the Felda Tekam Plantation Resort near Jerantut and soon started our first classroom session. This was a serious caving course which included lessons on geology, ecology and, of course, safety. 10
- 3 The next day, we started our adventure with Gua Penyu, one of the 'easy caves' among the many at Kota Gelanggi. This was an easy walk but the caving trainer who was leading us made it more memorable and challenging by asking us all to switch off our torches in order to get a feel of total darkness. Most of us moved very slowly as we were not used to such darkness. After that, there was an abseiling session down a thirty-metre cliff. The caving trainers had to carefully check the gear of each and every participant and patiently repeat the instructions each time! We were a little worried as the weather was slightly windy. It was unnerving sliding down the rope. Some of the participants were seen reciting prayers while waiting for their turn. But soon, it was all over. We were on safe ground again. 15
20

- 4 After breakfast on the second day, we tackled Gua Balai, a slightly tougher cave. We had to tread on the slippery rocks rather gingerly. Since it was necessary to help one another, this was when we began to bond as a group. That night, there was a session of group games and a fun quiz. During the quiz, it started raining heavily. The trainers were excited and gleefully told us that caving would be ‘extra fun’ the next day. 25
- 5 On the third day, we were awakened very early in the morning and told to get ready for Gua Tongkat. On entering, we found ourselves having to wriggle along like worms to get through some narrow rock passages, and it became clear why we had been asked to wear protective clothing, helmets and gloves. Despite the protective gear, many of us suffered cuts and bruises on our arms and legs. Somehow, it was incredible that only our trainers escaped without a single blemish on their arms and legs. Then, it was time for our ‘final exam’ – on our bellies through a muddy, watery passage. Finally, after much clumsiness, we arrived at a chamber with a tiny hole at one end. The unsympathetic trainers happily shouted that we had to go through that tiny hole. We had to get down on all fours in the dirty mud. We all struggled to keep our noses above water as we inched our way forward. 30 35
- 6 After what seemed like an eternity, we finally came to a series of magnificent caverns with an abundance of rock formations dripping with water. The sight was spectacular. We were awestruck. Who would have thought that such a wonderful complex of caves lay just beyond a tiny hole? 40
- 7 Later, the participants were talking about their experiences. It was not surprising that all of them had only positive things to say about the course. Razif, an accountant, commented, “I was initially worried about squeezing through the narrow passages. However, with the encouragement of our dedicated trainers, I could complete all the challenges. Adventure caving can be addictive, especially when it’s done with a group of people who are passionate about exploring dark rocky passages and discovering the wondrous world within. I can’t wait for the next trip.” 45
- 8 All the twenty-one participants graduated from the course and were awarded certificates. What really made the experience unforgettable for them was the group camaraderie and the infectious enthusiasm of the caving trainers. What is it that makes these people come back year in, year out for such an activity? 50
- 9 Simon, a trainer explained, “I find caves beautiful and mysterious. I feel exhilarated wondering what I will discover as I go deeper. It’s not the same as watching it on TV. You want to climb, crawl, get stuck in passages and roll in the mud. You emerge feeling good and wanting to share that experience with others.” 55

Adapted from *the Star*, March 2013

26. From paragraph 1, why did the writer decide to go on the caving course?

The writer decide to go on the caving course after much persuasion from the writer's nature-loving friends.

Many candidates were able to answer this question because of the key word “caving course” both in the question and the passage.

.....After much persuasion from my nature-loving friends.....

Weak candidates lifted the answer without changing the pronoun.

27. From paragraph 4,

a) what brought the participants together as a group in Gua Balai Cave?

necessary to help one another.

Most good candidates were able to identify the idea of what the participants did (that brought them together in the cave).

.....The slippery rocks in Gua Balai cave.....

Weak candidates misunderstood the situation of “treading on slippery rocks” as what brought them together as a group.

b) why do you think the trainers said caving would be “extra fun” ?

because...they had to face tough challenges during caving.....

This is a higher order comprehension question. A small number of candidates were able to give the correct answer as they associated the “slippery rocks” and “heavy rain” to make caving more challenging.

.....That night, there was a session
of group games and a fun quiz.....

Weak candidates gave wrong answers as they associated the phrase “extra fun” to mean games and quiz.

28. From paragraph 5,

a) give a reason why you think the trainers could escape without a single blemish on their arms and legs.

They are very experienced.

This is another higher order comprehension question. Good candidates were able to see that the trainers were not injured in the caving but the participants were despite the protective gear.

because the trainers wore protective clothing and he had been long in this activity.

Weak candidates added information not mentioned in the text. Although the second part of the answer was accurate, the answer had to be taken as a whole.

b) what made the trainers seem unsympathetic?

Because the trainers shouted that they have to go through that tiny hole.

Majority of the candidates gave the correct answer because the word “unsympathetic” was reflected in the trainers action of “happily shouted”.

shouted that we had to go through that tiny hole.

Weak candidates lifted the sentence without changing the relevant pronoun.

c) which phrase means “moved very slowly” ?

inched our way forward.

Good candidates were able to relate “moved slowly” in a narrow passage to the word “inched”.

"we had to get down on all fours in the dirty mud"

Weak candidates got the wrong idea of being on one's hands and knees as the idea of moving slowly.

29. From paragraph 7,

a) how did Razif manage to overcome all the difficulties he faced?

The encouragement of his dedicated trainers

Most candidates were able to identify the correlation between difficulties and challenges. The sequence marker/connector, "however" further helped these candidates zoom in to the answer.

it was not surprising that all of them had only positive things to say about the course

Weak candidates merely lifted mindlessly a sentence from the text.

b) which sentence suggests that Razif enjoyed the caving adventure?

The sentence, 'I can't wait wait for the next trip'

Good candidates were able to equate the question requirement to the idea of eagerness or another adventure.

especially when it's done with a group of people who are passionate about exploring dark rocky passages.

Weak candidates picked on the word "addictive" to mean "wanting to do it". Thus, they picked that sentence.

30. In your own words, state one quality that caving trainers should have. Provide a reason to support your answer.

Quality: Physically fit

Reason: to ensure all the ~~particip~~ participants are ^{safe} ~~have~~ with him

Quality: Brave helpful

Reason: Because the trainers that have this quality can help the participant to overcome their fear in a caving activity

This question required a personal response. Good candidates gave qualities that reflected the situation in the text and supported them with appropriate reasons.

Quality: hardworking / kindness

Reason: because the trainer leaves the all ~~participand~~ participand

Weak candidates were unable to provide an appropriate quality related to the situation.

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. The course participants had an interesting experience in the caving adventure.

Write a summary on the challenges they faced **when exploring the caves**.

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 note form)
- use materials **from line 14 to line 36**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

Starting with Gua Penyu, the trainers instructed the participants to ...

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 organize 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 the challenges they faced when exploring the caves.

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 the original meaning of the passage. Hence, the candidates displayed a good understanding of the task set.

Apart from that, a substantial number of the candidates also adopted the safe strategy which was 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 showed good understanding of the task, even though they relied on the text. 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 the challenges faced by the cave explorers.

Candidates were able to complete the first sentence using the ten introductory words – *Starting with Gua Penyu, the trainers instructed the participants to ...*

Starting with Gua Penyu, the trainers instructed the participants to turn off their torches to fully experience the darkness. Their movement was slow. Later, they had to repel down a thirty-metre cliff while it was slightly windy. Some participants recited prayers before their turn. On the second day, they went to a tougher cave, Gua Balai. It was very slippery. They had to help each other. Because it rained, the trainers said the next day would be 'extra fun'. On the third day, they woke up early for Gua Tongkat. They had to go through narrow passages. Many of them had wounds but the trainers escape unharmed. For their 'final exam', they went through a muddy and watery passage. Lastly, they had to go through a tiny hole.

(130 words)

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. "Starting with Gua Penyu, the trainers instructed the participants to turn off their torches to fully experience the darkness. Being unfamiliar with it, their movement was slow".

Starting with Gua Penyu, the trainers instructed the participants to. most of us moved very slowly as we were not used to such darkness. some of the participants were seen reciting prayers while waiting for their turn. that night, there was a session of group games and a fun quiz. During the quiz, it started raining heavily. on the third day, we were awakened very early ~~early~~ in the morning and told to get ~~ready~~ ready for Gua Tongkat. Despite the protective gear, many of us suffered cuts and bruises on our arms and legs. then, it was time for our final exam - on our ~~bellies~~ bellies through a muddy watery passage.

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 new sentences. Candidates showed good use of conjunctions. The writing was clear, well-organised and coherent. Spelling and punctuation were accurate.

Initially, the activity of caving did not appeal to me at all. I had always found the idea of clambering, even crawling, through narrow, after much persuasion from my nature-loving friends, I reluctantly found myself signing up for a basic caving course organised by the Malaysian Nature Society at the Kota Belonggi caves near Jerantut Pahang. The things we had to take included a helmet, knee and elbow pads, a waterproof headlamp (hand-held torch) and 'dry pack' we were also asked protective clothing to cover our arms and legs completely.

One Friday, after a three-hour drive from Kuala Lumpur we arrived at the Friday's return plantation resort near Jerantut and soon started our first classroom session. This was a serious caving course which included lessons on geology, ecology and, of course, safety.

The next day, we started our adventure with Gua Pengu, one of the 'easy caves' among the many at Kota Belonggi. This was an easy walk but the caving trainer who was leading us made it more memorable and challenging by asking us to switch off our torches in order to get a feel of

Very weak candidates resorted to copying sentence after sentence without a clear break, thus producing a more or less complete transcript of the text. The summary exceeded the word limit of 130 words. There was intrusion of irrelevant sentences.

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 much 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.

POEM (QUESTION 32)

GENERAL PERFORMANCE

The poem chosen for SPM 2014 was *In the Midst of Hardship*. Out of the four questions with five parts that make up five marks, two questions allow candidates to lift the relevant word or phrases from the given stanza. Quite a high percentage of the students were able to answer questions 32(a) and 32(b) as they had knowledge of the poem to answer questions. Candidates had problems with questions 32(c) and 32(d) which required them to apply higher order thinking skills. Good candidates were able to give their personal responses to questions 32(c) and 32(d). Weak candidates however, just copied lines from the poem mindlessly.

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

In the midst of hardship

At dawn they returned home
their soaked clothes torn
and approached the stove
their limbs marked by scratches
their legs full of wounds
but on their brows
there was not a sign of despair

The whole day and night just passed
they had to brave the horrendous flood
in the water all the time
between bloated carcasses
and tiny chips of tree barks
desperately looking for their son's
albino buffalo that was never found

They were born amidst hardship
and grew up without a sigh or a complaint
now they are in the kitchen, making
jokes while rolling their cigarette leaves

Latiff Mohidin

Question 32 (a)

In stanza 1, which word in the poem means 'a feeling of hopelessness'?

Despair

Most candidates were able to give accurate one word answer as required by the question.

there was not a sign of despair

their legs full of wounds but on their brows

Weak candidates lifted unnecessary words from the poem or were unable to give accurate answer because they did not understand the question.

Question 32 (b)

In stanza 3, which phrase indicates that the villagers were cheerful although they had suffered in the flood waters?

'making jokes'

Most candidates were able to give accurate answer. They were able to lift the relevant phrase and show a good understanding of the task.

now they are in the kitchen, making jokes while rolling their cigarette leaves.

jokes

Some candidates lifted unnecessary words from the poem, leaving out key words.

Question 32(c)

Why do you think they were desperately looking for their son's albino buffalo?

They loved their son very much and the albino buffalo is very rare.

Some good candidates were able to give appropriate response. They managed to express their opinion for the personal response question based on their experiences or knowledge.

try to get achieve something that is waiting

because the albino buffalo is an extinguished animal.

Most candidates gave wrong answers because they lacked knowledge about the poem and could not express ideas accurately due to poor command of the language.

Question 32(d)

They were born amidst hardship

Besides floods, what *other hardship* do you think the villagers might face? Provide a reason to support your answer.

Hardship: Food shortage [1 mark]
Reason: This is because, the villagers cannot go to the stall or even the market to get sufficient food supply as they are all affected by the flood. [1 mark] [5 marks]

Good candidates gave good responses based on their experiences and knowledge. They managed to give other examples not directly related to the poem but are applicable to the question.

Hardship: limbs marked by scratches
Reason: tiny chips of tree banks during flood.

Hardship: Hazard.
Reason: they have through the ^{climate} changes of change.

Some weak candidates lifted lines from the poem. They did not understand the question and therefore gave answers not related to the task. They were not able to express ideas accurately due to poor command of language.

SUGGESTIONS TO CANDIDATES

1. Candidates must understand the literal and figurative meaning of the poems.
2. Candidates must read and understand the questions before answering.
3. Candidates should take note of the type of questions set.
4. Candidates should write short and relevant answers to express opinions.
5. Candidates must attempt all the questions.
6. Candidates should lift intelligently but not excessively from the text.
7. Candidates must try to improve their linguistic ability to enable accurate expression of ideas.
8. Candidates should try all possible questions that could be asked on a particular poem.

SUGGESTIONS TO TEACHERS

1. Teachers must teach the main elements of the poem.
2. Teachers should teach candidates the literal and figurative meaning of the poems.
3. Teachers should train candidates to read and understand the questions for all the poems.
4. Teachers should train candidates to answer questions precisely in simple and accurate sentences.
5. Teacher should encourage candidates to answer opinion-based questions in their own words.
6. Teachers should train candidates to provide personal responses.
7. Teachers should make lessons on literature interesting and meaningful to candidates.
8. Teachers should encourage candidates to share their personal experiences during class discussion and tell them how these experiences can be used to answer the personal response questions.
9. Teachers should expose candidates to possible questions for each line of the poem.

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.*

“One has to struggle to improve one’s life.”

With close reference to the text, how far is this true of the novel you have read?

GENERAL PERFORMANCE

Candidates were asked to choose one of the novels they have studied and respond to the question. A statement was given and candidates had to prove how true the statement was with reference to the novel they studied. The question involves two tasks that the candidates should respond to. One is to decide on the character who struggles in his or her life in the novel. The second task is to elaborate on how the struggles improved the character’s life in the novel.

On the whole, candidates did not do well in this question. The main issue was the comprehension of the statement given in the task that is “*One has to struggle to improve one’s life.*” Very few candidates were able to show understanding of this quotation as stated in the paragraph above. Mostly candidates with good to excellent language proficiency were able to respond to both tasks relevantly, giving details from the text besides expressing their viewpoints. There was evidence of critical thinking. Many candidates with good to average language proficiency provided mainly partly relevant responses which only one of the two parts of the question. They wrote about the characters and their struggles but improvement on other characters. Some responses were too shallow and had little relevance to the task that was merely stating the struggle with no improvement stated as well as lacking in textual evidence and development. Weaker candidates just wrote something about the novel, usually narrating events in the novel without addressing the task. Some candidates did not attempt the question. A small number of candidates reproduced learned or memorised responses

Only a small percentage of the candidates produced responses that were accurate or largely accurate with sophisticated structures and wide vocabulary. The writing was well-organised and cohesive. Many candidates had serious language errors in their responses. Weak candidates showed poor language ability – high frequency of serious errors of various kinds with fractured syntax that distorted the intended meaning. Responses were poorly organised and sometimes written in one paragraph.

DETAILED PERFORMANCE

Example of a good answer

The novel that I have read is 'The curse' written by Lee su Ann.
I can see the examples of one has to struggle to improve one's life in this novel.

Many years ago, the Old Lady was violently abused by her beloved husband whom she loved dearly, yet she was forced to kill him in the action of self-defense. This incident although did not leave any law action towards the old Lady, she was haunted by the incident for long time. She struggle to improve her life after that. On the other hand, the villagers accused her of being a murderous husband-killer and even an 'evil witch'.

The villagers did not ~~forgive~~ forgive her sin and they treated her with contempt and harshness. They took ~~decid~~ decision to cast the Old Lady out of the village. Not only that, they ~~continues~~ continued to torment her in their harassment. The Old Lady suffered much on the hands of her husband and also the villagers. Yet, she turned the other cheek. She learned to forgive because she did not want the sadness and negative element to destroy her spirit and life. She struggled to free herself from the sad incident and lived a contented and peace life despite her pathetic circumstances.

Azreen harboured a lot of sadness and bad feelings in her life. Since young, she had been compared by the others to ^{her} his sister - Madhuri and she felt very short of others' expectation. Both of them were of poles apart. Madhuri was always the perfect one, while Azreen is the one who always got into trouble. In finding out that Madhuri was adopted and preferred over her, added insult on her injury and she held even more resentment towards her sister. Later, in discovering the clandestine relationship between Madhuri and Mohd Asraf, added sense of betrayal in her. Azreen's father, ^{-Saleh} always not stand by Azreen and he shouted, scolded and beat by shouting, scolding and beating her. Azreen's father - Saleh harboured resentment towards Azreen since Azreen caused the motorcycle accident on her mother. Yet, Azreen heeded to the Old Lady's advice and learnt to ^{forgive} forget. She let go of all the sadness / betrayal and disappointment in her. She also struggled to free herself from the negative perceptions in her by forgiving. In so doing, she was able to continue her path of life.

So, "one has to struggle to improve one's life" is true and applicable in this novel. The theory is shown by the Old Lady and Azreen by struggle to forgive the bad memories in their life.

Response is consistently relevant as candidate focuses on characters and their struggles, as well as how the struggles improved their lives. Response is convincing as arguments are detailed and well-developed. Candidate always provides precise textual evidence to support viewpoint. Candidate also provides personal response to the task.

Language is accurate with some occasional first draft slips. Good organisation of thoughts and ideas.

Example of an average answer

In the novel *Catch Us If You Can* by Catherine MacPhail, there are many evidence that shows one has to struggle to improve one's life.

For examples, Rory struggles to bring his Granda out from the Rahnadar. In the first Great Escape. This is because he sees that his loved ones, Granda is suffering inside the Rahnadar. He felt & fell very sad and want to live back with his Granda. Then, he comes with

a plan that has been made for three day and cooperated with his friends, Owen. Rory carries out his plan and packs all his things and Granda's. He wedges open the emergency exit. After that, he packs all things when his next visit with Val Jessup. Granda that shocks just follows his grandson instruction. When Val Jessup talking with the nurse at the counter. Rory struggles by ^{running} hand brings along his Granda. They run to the train station and take the train to Darren's mother caravan. Although he has to face many challenge, Rory put his chin up and plan the escape with his Granda to ensure that Granda is happy and they can live together.

In conclusions, we must to struggle to improve one's life. If I were in Rory's shoes, I will do the same things to be with my ~~to~~ ~~that~~ ~~me~~ family. Rory's action should be an exemplary to all of us.

Response is intermittently relevant to the task. The character and his struggles are identified but there is a mere statement on the improvement on the character's life. Candidate also provides some textual evidence with some development and the answer is well-organised. Language errors are quite frequent but meaning is not in doubt.

An Example of a Weak Answer

The novel that I have studied is a Step By Wicked Step written by Anne Fine. This novel is about five schoolchildren ~~that~~ who share a common background. All the children come from a broken homes. Claudia is one of the five children that has to struggle to improve one's life.

In this novel, Claudia's mother and father has divorce. Her father has a girlfriend and his father's girlfriend name is Stella. Claudia does not like Stella, because she ~~are~~ though that ~~for~~ Stella was the reason why her father and mother divorce. Claudia always

~~to~~ went to his father's house on weekends. She is not good to Stella because she want to loyal and faithfulness to her mother. This show that ~~3~~ Claudia has to struggle to improve her mother's life.

Next, Stella gave a beautiful green pyjamas to Claudia for her ~~birth~~ Christmas present. She does not want to wear ~~the~~ a beautiful green pyjamas. One day, her father and Stella having a dinner with her father's friends. She noticed that no ~~what~~ one was talking to Stella and this is so rude. Claudia take this time to make a point. She go to the dinner table and thanks Stella for ~~her~~ because she gave Claudia a beautiful green pyjamas. After that, her father's friends start talking to Stella and appreciate her. This is show that even Claudia did not like her stepmother, but she do not want to see people ~~is~~ rude to Stella because Stella is a human too.

(clearly, there are many example of "situation that "one has ~~to~~ struggle to struggle to improve one's life".

Candidate is able to discuss characters and their struggles. There is little textual evidence with no development. Frequent language errors but meaning is not distorted.

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, identify the different parts and address the task relevantly.
3. Learn the details of the main or significant events in the novel 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 memorized 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.