



**LEMBAGA PEPERIKSAAN**  
KEMENTERIAN PENDIDIKAN MALAYSIA

# KUPASAN MUTU JAWAPAN

**BAHASA INGGERIS I**  
**1119/1**

**S P M**  
**2 0 1 6**

**KEMENTERIAN PENDIDIKAN MALAYSIA**

**ASSESSMENT INSTRUMENT**

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

**ASSESSMENT DESIGN**

Paper 1 comprises 2 parts : Section A and B. Both sections are to be answered.

Section A: Directed Writing.  
35 marks.  
45 minutes.

Section B: Continuous Writing.  
50 marks.  
1 hour.

## SECTION A : DIRECTED WRITING

### Section A : Directed Writing

[Time suggested : 45 minutes]

Your teacher is organising a study trip. She has suggested **either** a visit to a television factory **or** a trip to a tea plantation. Using the information in the table below, write a **talk** to persuade your classmates to choose **one** of the two trips.

In your talk, you should:

- describe **all** the details of the **two trips**
- state which trip you think is more suitable
- suggest **one** thing students will learn from the trip

	DM Television Factory	SL Tea Plantation
How far?	2 kilometres	250 kilometres
How long?	One day	Two days and one night
Where to stay?	Not needed	Hotel
How much?	No cost	RM100
Transport?	No	School bus

When writing the **talk**, you must:

- use an appropriate greeting
- state the purpose of the talk
- use **all** the notes given
- give your **own ideas** when needed
- use an appropriate closing

In this section, the candidates were 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 2016, the task required the candidates to write a **talk to persuade their classmates to choose one of the suggested trips**. Based on the rubric, the candidates were expected to provide details of the two trips, which trip is more suitable and suggest one thing they will learn from the trip.

Examples are taken from the candidate's responses.

**Example 1 :**

A very good morning to ~~my~~<sup>our</sup> beloved class teacher Miss Brown and my fellow classmates.

**Example 2 :**

A very good morning I bid to our beloved class teacher, Mrs. Joseph and all my classmates here in our lovely class today.

The candidate is able to provide a proper format for a talk. Proper greeting is given.

**Example 1 :**

Today, I have been honoured with the task of encouraging us to choose ~~one of~~<sup>between</sup> the two trips. After ~~much~~<sup>doing</sup> research, ~~on both~~ I strongly encourage all of us to choose the trip to the tea plantation.

**Example 2 :**

I am here standing before all of you to inform you about the study trip that Mrs. Joseph is organising and to persuade everyone to collectively decide on one of the two locations suggested by Mrs. Joseph. However, before I proceed to explain my personal choice, let me first describe the details of both the trips.

Purpose of the talk is clearly stated.

## Content

These content points are the details to be included in the talk. The 12 points are :

- 1 DM Television Factory - 2 kilometres (idea of distance)
- 2 SL Tea Plantation – 250 kilometres (idea of distance)
- 3 DM Television Factory - one day (idea of duration)
- 4 SL Tea Plantation - two days and one night (idea of duration)
- 5 DM Television Factory - not needed (idea for accommodation)
- 6 SL Tea Plantation - hotel (idea for accommodation)
- 7 DM Television Factory - no cost (cost of trip)
- 8 SL Tea Plantation - RM 100 (cost of trip)
- 9 DM Television Factory - no transportation (idea for transport)
- 10 SL Tea Plantation - school bus (idea for transport)
- 11 choice of trip
- 12 one thing students will learn

Students have to respond to the questions posed in proper sentences.

### Example 1 :

Not only that, <sup>we only need to fork out a</sup> ~~it is a~~ mere RM100 fee ~~to~~ to go on a study trip to SL Tea Plantation. Personally, I feel <sup>that</sup> this is quite reasonable as <sup>are people included in the fee</sup> bus fare, food and accommodation. ~~Although~~ DM Television Factory has no cost because we will not be staying anywhere. For those tea fanatics in our class, there is a souvenir shop at the plantation. We can buy keychains <sup>and</sup> ~~or~~ even tea from the shop for our loved ones.

### Example 2 :

The first option we have is a visit to the DM Television Factory which is located a stone's throw away from us at a distance of exactly two kilometres. How long would the trip be, you ask? An excellent question! It is only a day trip. We would leave before the crack of dawn and arrive back at school only when there is no more light in the sky.

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 talk.

### Example 1 :

In addition to that, the duration of our trip to SL Tea Plantation will be <sup>two</sup> days and one night. This is due to the <sup>long</sup> distance travelled. However, I believe that we will be able to bond better during ~~this~~ <sup>this</sup> trip compared to going to the television factory. <sup>This is because</sup> the duration of the trip to DM Television Factory is only one day. Although ~~obviously~~ the main purpose of this trip is to obtain knowledge outside the classroom, it is also important to strengthen the bond between fellow classmates.

### Example 2 :

Due to the proposed trip to the DM Television Factory being a day's worth ; there will not be any need for a location to stay the night. Furthermore, as the destination would only be a couple kilometres away, no transportation will be required which leads us to the fact that there will not be any sum of money required for the trip. It would also be good exercise for us as we would definitely be getting there on foot.

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 use of linkers 'in addition to that', 'this is due to', 'this is because', 'although', 'due to' and 'furthermore' has enabled the candidate to write better sentences.

### Example 1 :

SL Tea Plantation is <sup>approximately</sup> 250 kilometres from our school whereas DM Television Factory is a mere 2 kilometres away. It would be ~~fantastic~~ <sup>fantastic</sup> to escape the hustle and bustle of the city and <sup>experience</sup> get in a breath of fresh air. <sup>Furthermore,</sup> SL Tea Plantation is one of the <sup>the</sup> pioneers of tea manufacturing industry in Malaysia. It would be more beneficial for our class to widen our knowledge surrounded by nature than in the noisy, dusty walls of a factory. <sup>It should motivate us all the more to have a study trip as a class there!</sup> The long distance shouldn't deter us from choosing SL Tea Plantation. Instead,

**Example 2 :**

To me, we have had enough of technology and although it would be tremendously intriguing to delve into the world of technological engineering and manufacturing, this is an experience that can be obtained on our own as it is not too far from our school and our homes - We can go there anytime we want! However, the journey of understanding the

The candidate's vocabulary is wide and used with precision. The phrases, 'to escape the hustle and bustle of the city', 'experience a breath of fresh air', 'deter', 'tremendously', 'delve', and 'intriguing' are used accurately and convey the precise meaning.

**Example 1 :**

After much consideration, she has narrowed down the options to either a visit to a ~~tea~~ television factory or a trip to a tea plantation. ~~I strongly~~ Today, I have been honoured with the task of encouraging us to choose ~~between~~ <sup>between</sup> the two trips. After <sup>doing</sup> much research, ~~on both~~ I strongly encourage all of us to choose the trip to the tea plantation.

**Example 2 :**

Let me now explain the second suggested destination that is the SL Tea Plantation. Situated a good 250 kilometres from us, this is a wonderful place for us to study all there is to be learnt about the process of producing tea leaves. As 250 kilometres is not a distance for walking, we will be heading there by our school bus.

**Example 1 :**

Due to the proposed trip to the DM Television Factory being a day's worth ; there will not be my need for a location to stay the night . Furthermore , as the destination would only be a couple kilometres away , no transportation will be required which leads us to the fact that there will not

**Example 2 :**

I personally cannot wait to head on this study trip with all of you ! It will truly be a journey worthwhile !

Thank you .

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, semicolon, exclamation mark and full-stop to aid in delivering an effective talk.

**Example 1 :**

of the trip to DM Television Factory is only one day. Although ~~obtain~~ the main purpose of this trip is to obtain knowledge outside the classroom, it is also important to strengthen the bond between fellow classmates. A two days and one night trip will also give us the opportunity to explore the plantation and have more ~~time~~ activities on our agenda compared to a ~~one~~ one day trip to DM Television Factory.

**Example 2 :**

Furthermore, this trip to the SZ Tea Plantation will require us to stay on at a hotel for two days and one night <sup>for the cost of RM 100.</sup> It will indeed be an experience that we will never forget ! We will be able to follow the lives of the incredible tea planters who toil hard to grow the tea leaves that we use . What a fantastic eye-opener that would

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 *strengthen*, *incredible*, *fantastic*, *toil* and *opportunity*, are spelt correctly.

### Example 1 :

Last but not least, we will be going to SL Tea Plantation on a school bus. As most of you know, the school recently invested some money in a brand new bus. A driver will also be provided <sup>to take us there and back</sup> ~~for us~~ for free. ~~To However~~ On the contrary, students have to find <sup>their own</sup> transport to DM Television Factory. The bus is relatively new, and Miss Brown has <sup>and decent person.</sup> promised to ensure that the bus driver is responsible, ~~and~~

In conclusion, I truly believe that we will benefit more ~~to~~ choosing a study trip to SL Tea Plantation. I also believe that

### Example 2 :

The first option we have is a visit to the DM Television Factory which is located a stone's throw away from us at a distance of exactly two kilometres. How long would the trip be, you ask? An excellent question! It is only a day trip. We would leave before the crack of dawn and arrive back at school only when there is no more light in the sky.

Paragraphs are well planned, have unity and appropriately linked. In the examples above, the use of connectors such as 'last but not least', 'on the contrary', 'in conclusion', 'The first option', 'due to', and 'furthermore' helps in the organization of the writing. The ideas flow smoothly and the reader is able to follow the ideas expressed easily.

**Example 1 :**

Miss Brown

has managed to find a hotel with good reviews at a reasonable price. This is definitely an upgrade from sleeping at a ~~hostel~~ dorm. Four classmates of the same gender will share one room complete with air-conditioning, a <sup>hot</sup> shower and <sup>cosy beds</sup> ~~warm~~ water. I bet that we will have a joyous time having late night talks <sup>in our respective hotel rooms</sup>. ~~Compared to just The D~~ No accommodation will be provided should we go to the television factory as it is very near the school.

**Example 2 :**

So, my friends, the decision lies with you. Every person has their own vote and their own right to their choice. Do think wisely about the choice you are making but after all, any choice made is an option to learn <sup>more</sup> and understand.

Style and tone is informal and engaging. The reader is convinced that this could be a genuine talk meant for the intended audience; the classmates.

**Example 1 :**

DM Television Factory. I sincerely hope that all of you feel the same way as I do and choose to broaden your knowledge by going to SL Tea Plantation. Thank you.

**Example 2 :**

Thank you in advance, Mrs Joseph, for the wonderful trip you will be organising and to my beloved classmates, I personally cannot wait to head on this study trip with all of you! It will truly be a journey worthwhile!

Thank you.

Appropriate closing is given.

Excellent candidates displayed mastery in writing thus producing entirely accurate responses. A wide variety of sentence structures and lengths are used, showing superior control of word choice with a clear, concise style. The style and tone were appropriate with compelling, persuasive examples and reasons, leading the reader to strongly believe that this could be a real talk to their classmates.

## SECTION B – CONTINUOUS WRITING

Write a composition of about 350 words on one of the following topics.

- 1 Write a story about a time in someone's life when music played an important role.
- 2 Some people believe that all students in Malaysia should learn at least three languages. What do you think?
- 3 There are many things to do after your SPM examination. Write about your plans for the next three months and the challenges you might face.
- 4 Write about your experience helping Puan Ramlah, an elderly lady who lives alone. End your story with: "... I learnt a lot about myself by helping Puan Ramlah."
- 5 What is the best way to help teenagers to stay fit and healthy?

In this section, the main objective is to assess the candidate's ability to produce a piece of continuous prose in accurate Standard English. It tests the candidate's 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.

Examples are taken from the candidate's responses.

Language is entirely or almost entirely accurate. Candidate has chosen to answer the first question.

**Question 1 - Write a story about a time in someone's life when music played an important role.**

**Example 1 :**

Ruth's mother meant the world to her. She meant the world to everyone who met her. She ~~was~~ was the kind of person who came into your life and <sup>made you</sup> never want her to leave. A Copper hair that gently brushed her collarbone as she bent over in concentration, tying Ruth's shoes on her first day of school. Whenever she smiled, the corners of her eyes crinkled, telling of a life well lived. When she smiled, it would be impossible for you not to smile back at her. She was beautiful both inside and out. Strong, brave, fearless. She was everything Ruth wanted to be and more.

**Example 2 :**

his early years, he was just like a butterfly bursting out of his cocoon. He loved performing and he was even dubbed the next 'P. Ramlee' for his showmanship. He could perform everywhere, at any time and for anyone because to him, "all the world's a stage" as said by the Bard and he was the star.

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.

**Example 1 :**

Ruth groggily pulls herself off the bed. Already, she is tired. So, so tired. 6 months have passed since the awful incident, 6 months of living in a hollow, empty shell of a being. The warm shower beats onto her back, but she feels nothing. Brushing her teeth, she stares at the hollowed-dead-eyed girl staring back at her. When did I become so thin? She wonders.

**Example 2 :**

unique quirks about him. We knew he was not like every other six-year-old. He always preferred to isolate himself from everybody, with me being the lone exception. His temper was never predictable and more often than not, he would fly into a rage at the slightest provocation. My parents knew he was special. After being analysed by a psychiatrist, he was diagnosed with autism.

Vocabulary is wide, sophisticated and used with precision. The above candidate employs words/expressions like *groggily*, *awful*, *isolate*, *exception*, *predictable*, *provocation*, *rage* and *hollowed-dead-eyed*, *empty shell of a being* to paint a vivid description of the character's mental and physical condition.

### Example 1 :

Immediately, a memory comes back to her. Her mother used to say that to her. Ruth was six years old and learning to skate. She had fallen down and scraped her knees. Her mother took one look at her tearful eyes and wiped the tears away. 'Wipe your tears away, save it for a rainy day.' She whispers.

'Know that I'll always be ~~her~~ here,

By your side, loving you from near.'

### Example 2 :

5 years later, Ruth stands on the stage of Stadium Bukit Jalil in Kuala Lumpur. 'Thank you!' Her voice carries out over the 50,000 strong crowd. 'Before we end, here's a song I want to share with you guys. It's called, 'Saved for a Rainy Day.' Mum, this one's for you.' With a guitar, she plucks the strings and sings the first verse into the deafening

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.

### Example 1 :

in her heart. Today is no different. Ruth puts on her worn out shoes and takes <sup>her</sup> ~~the~~ familiar route, <sup>around the neighbourhood</sup>. She runs until her lungs scream for air. She ~~is~~ is running from her past, but not ready to ~~face~~ embrace the future. Suddenly, her ~~foot~~ ~~give~~ ankle lands wrongly. Immediately, she crashes onto the concrete pavement. Gritting her teeth in pain, she tastes blood. Around her, the neighbourhood isn't awake yet. She is sprawled on the ground in the semi-darkness, alone.

**Example 2 :**

Upon completing his senior diploma in piano at the tender age of 12, he discovered a new instrument; the violin. Just as he could ease through all the grades in piano, the exact same could be said for his experience with the violin. He regaled us with all the beautiful songs he could play, ranging from Vanessa Mae's work to his own self-penned melodies. Now, his music was not limited only to us, as his family. As his repertoire expanded, he began getting requests to perform at concerts and gatherings of illustrious members of society. Despite having been a shy kid during

Spelling is accurate across the full range of vocabulary used. Here, the candidate handles words like *familiar*, *neighbourhood*, *embrace*, *immediately*, *gritting*, *sprawled*, *regaled*, *repertoire* and *illustrious*, correctly.

**Example 1 :**

Suddenly, Ruth hears a song. At first, it is the faint tinklings of the piano. As she strains her ears towards the sound, <sup>she makes out some</sup> muffled lyrics accompanying the song.

'Wipe your tears away.  
Save it for a rainy day.'

**Example 2 :**

brother received his calling. We were walking around the grand floor of our local mall when all of a sudden, Daniel stopped in his tracks. His eyes were drawn to a majestic piano played by a lady whose job it was to provide accompanying music for the shoppers. As his eyes glowed with joy and as his mouth curved upwards, we knew he had found his passion. It was music.

In terms of subject matter, candidate is able to write a prose that is relevant to the topic. The reader's interest is aroused and sustained throughout the writing.

Candidate 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.

## **SUGGESTIONS FOR CANDIDATES**

### **SECTION A :**

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 during practice.
6. Practise on more HOTS questions where you need to provide your own ideas.
7. Do not take punctuation lightly. Punctuation errors can be serious errors.
8. Read widely to improve general knowledge and vocabulary.

### **SECTION B**

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. Inculcate the reading habit to enrich your vocabulary.
7. Choose materials of different themes and genres to widen knowledge and answer HOTS questions.
8. Think 'Out of the box'.

## **SUGGESTIONS FOR TEACHERS**

### **SECTION A :**

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. Provide more HOTS questions for students to practise.
4. Remind the students to allocate the last 5 to 10 minutes for checking.
5. Teach students to use Standard English.
6. Remind the students to use all the content points given in the rubric.
7. Devote more time on grammar so that the students will be able to write grammatically correct sentences.
8. Train students to write a variety of sentence structures. Teach them how to use the different types of structures appropriate to the tone required for the task.
9. Encourage reading materials of different themes and genres.
10. Teach problem-solving strategies, e.g. step-by-step method to solve problems and use alternative methods to solve problems.
11. Ensure students elaborate on the points provided.

### **SECTION B :**

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.
5. Expose students to materials of different themes and genres.
6. Encourage creative thinking so students can process and understand information better.