

KUPASAN MUTU JAWAPAN

BAHASA INGGERIS 2
1119/2

SPM 2017

ASSESSMENT INSTRUMENT

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

ASSESSMENT DESIGN

Paper 2 comprises of 4 parts:

Section A: Multiple Choice Questions	15 marks
Section B: Information Transfer	10 marks
Section C: Reading Comprehension and Summary	25 marks
Section D: Literature	20 marks

All questions are to be answered.

DETAILED PERFORMANCE OF CANDIDATES

SECTION A (QUESTIONS 1 to 15): MULTIPLE CHOICE QUESTIONS

This section consists of 15 multiple choice type questions which test reading and comprehension skills and sub-skills at recognition level. Questions 1 to 8 are based on short texts of different text types.

For SPM 2017, there was a variety of text types: a letter to the editor, advertisements, a newspaper report, extracts of articles and a pie chart with some information. Questions 9 to 15, which test grammar and vocabulary items, were based on a rational cloze passage with 7 blanks.

Question 1

Dear Editor,

On Sunday night, I attended the Merdeka Day Celebration in my hometown. There were nice decorations and fantastic group performances which brought the festive mood to my childhood town.

However, I must say I was very sad and disappointed with the behaviour of certain people who attended the function. Food and drinks were given to them. Sadly, the place was littered with rubbish after the event. The most sickening sight was the amount of plastic wrappers thrown into the drains.

Concerned Citizen

- 1 What was the writer concerned about?
- A The unhealthy food on offer.
 - B The poor garbage collection.
 - C The waste of food and drinks.
 - D The attitude of some individuals.

The question required the candidates to read a letter to an editor and locate the main idea of the letter. The correct answer was **option D**.

Candidates with good and average language proficiency were able to **extract the main purpose** of the letter.

Question 2

DO-IT-YOURSELF (DIY) TASTE CHECK	
SWEET	A sweet or fruity taste in the mouth that won't go away could be your body telling you it's unable to regulate blood sugar – which is a sign of diabetes. Before you start to worry about your health, though, seek professional help.
SALTY	A salty taste in the mouth can be caused by certain medications or an altered sense of taste. This is often caused by a common cold, flu or sinus infections – all of which are temporary. Dehydration can give saliva salty flavour – but that can be quickly cured by boosting your water intake.
METALLIC	The most common cause of a metallic taste is a mouth or tooth infection. Some medications and food can also leave a temporary metallic taste.

- 2 According to the text above, doing a Do-It-Yourself (DIY) check can help you
- A detect health problems.
 - B prevent mouth infections.
 - C choose correct medications.
 - D measure your blood sugar level.

The candidates were expected to read an extract on Do-It-Yourself (DIY) Taste Check and then identify how the DIY Taste Check can help them. **Option A** was the correct answer.

Candidates with good and average language ability were able to choose the correct answer. **Logical reasoning** based on the stem of the question and **re-confirming with the text** would have helped the candidates to locate the correct answer.

Question 3

**TURN YOUR SMARTPHONE
INTO AN ATM CARD**

Your smartphone just got smarter now that it's also your Automated Teller Machine (ATM) card. You can get cash from selected local banks by just using your Connect Mobile App at the ATM. Enjoy this cardless service 24 hours a day.


- 3 The advertisement says that
- A smartphones can be connected to any ATM.
 - B new bank cards will be issued to smartphone users.
 - C payments can be made using the Connect Mobile App.
 - D Connect Mobile App enables users to withdraw money.

Candidates were required to read an advertisement on turning a smartphone into an ATM card and decide which of the four statements about the advertisement was true. The correct answer was **option D**.

Only candidates with good language competency were able to **interpret the special feature of the smartphone**. Students with average language ability chose option A as they misunderstood the function of the smartphone.

Question 4

YMP's new anti-bacterial acne patch covers up unsightly pimples with just a simple patch. It blends in with your natural skin tone and prevents the growth of acne bacteria while supporting skin recovery. Plus, the patch fits perfectly in place due to the strong adhesion formula and absorbs the oil and pus within your pimples. Available in three different sizes (0.8 cm, 1.0 cm and 1.2 cm) at RM13.90 each (26 pieces per pack). Get it in leading pharmacies and most major supermarket outlets.



- 4 What is the advantage of YMP's acne patch?
- A It removes bacteria.
 - B It is hardly noticeable.
 - C It comes in many varieties.
 - D It can be bought anywhere.

The question was based on an extract advertising a new anti-bacterial patch. Candidates were required to identify the advantage of the acne patch. The correct answer was **option B**.

Candidates with good language ability were able to correctly **identify the advantage of the acne patch**. Candidates with average language competence misunderstood the information given and chose option A.

Question 5

TUESDAY: Tennis icon, Emily Toner, is about to make her first appearance in the Delhi Open and will be seeking revenge against one particular player – England’s Veronica Walters.

The Olympic champion was easily beaten by Walters in the quarter-finals of the Tournament of Champions in New York last month.

Although Emily Toner bounced back to win the Paris Open this month, she is looking to get even with Walters, a player she has lost to just twice in 27 meetings.

- 5 From the newspaper extract above, we know that Emily Toner
- A is keen on beating her rival at the Delhi Open.
 - B was defeated in her most recent tournament.
 - C won against Walters in the Olympics.
 - D lost the last time she played in Delhi.

The candidates had to read and understand a newspaper report on a tennis star and then identify the true statement about the tennis icon. The correct option was **option A**.

Candidates with good language competency were able to choose the **correct information about the tennis icon**. Candidates with average language ability were confused with the various information given and made the wrong interpretation. They chose option B.

Question 6

Children love art. Whether they are painting, drawing or cutting up things to glue together, it's their favourite thing to do. Instead of always giving them art paper, let them use whatever materials they already have around them such as fabric scraps or even old newspapers. Show them that art can be made from all things. This will not only encourage creativity but it will also get them thinking about reusing things. Bigger children can work with things like a discarded cabinet, chipped ceramic and other materials. Get them to redesign something that others deem as junk.

- 6 Which title **best** summarises the above text?
- A Art: The Benefits of Taking It Up as a Hobby
 - B Art: Skills that Develop in The Early Years
 - C Art: Making It from What's Available
 - D Art: Helping Children to Appreciate It

This question required candidates to read an extract on children's love of art. The candidates were expected to give the title that best summarises the extract from the four options provided. They had to find clues in the extract that can summarise the whole extract and really understand the passage in order to arrive at the correct answer, **option C**.

Candidates with good language competency were able to comprehend the text to summarise it accurately. Candidates with average language ability failed to summarise accurately and wrongly chose option B.

Question 7

THE PERFECT PARTY

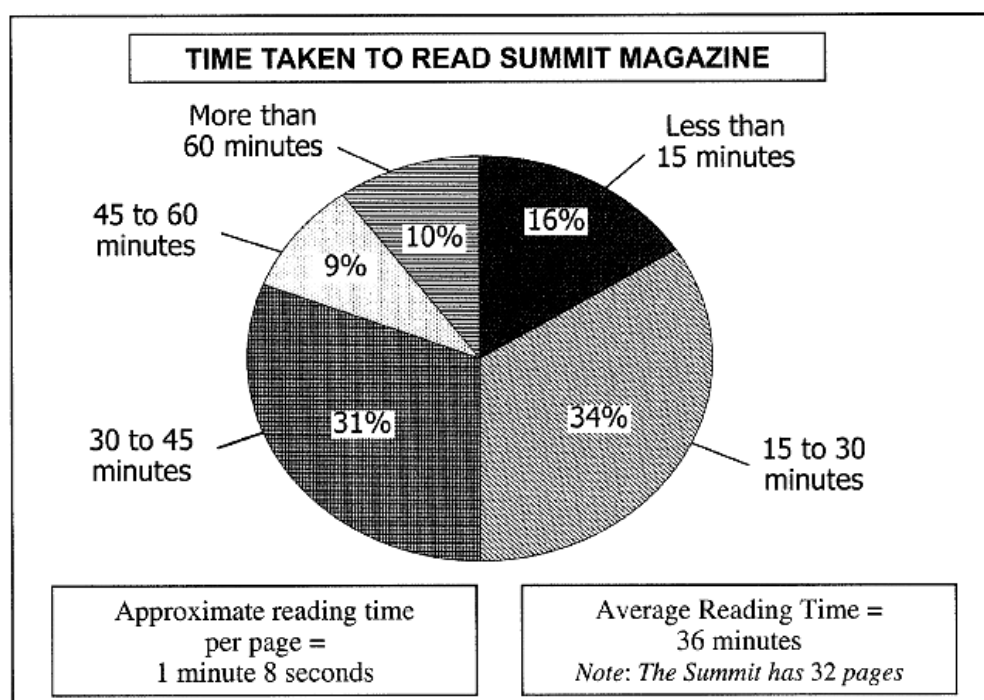
Planning a large family get-together or having all your close friends for dinner can be difficult. This is especially so if you are too tied up with your daily chores to go over every detail. But Mr Loga, 'The Party Man', has ten party tips to guarantee a successful event with minimal effort required.

- 7 Following Mr Loga's party tips will
- A add variety to your parties.
 - B help to minimise the costs.
 - C make parties easier to organise.
 - D allow you to invite more guests.

This item was a test of understanding of an extract on planning the perfect party. Candidates had to respond on the advantage of following the given party tips. The correct answer was **option C**.

Candidates with good and average language competence were able to **identify the purpose of the party tips**.

Question 8



- 8 What can we conclude from the above statistics about Summit Magazine?
- A The majority spent a minimum of 15 minutes reading it.
 - B The percentage of people reading it is increasing.
 - C The maximum time spent reading it is one hour.
 - D The average reader finds it easy to read.

Question 8 required the candidates to read a non-linear stimulus which was a pie chart on the time taken to read a magazine. They were expected to understand the data in the pie chart to enable them to make the right conclusion of the statistics presented. All the four available options used common key words related to statistical analysis, such as “majority”, “the percentage of”, “the maximum time” and “the average”. The answer was **option A**.

Only candidates with excellent language ability were able to **draw the correct conclusion**. Candidates with average language ability made the wrong conclusion as they chose option B.

Questions 9 - 15

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

Life is not easy when you are terrified of electricity, as one woman called Donna knows all too well. If she gets _____**9**_____ a light switch or a thunderstorm, the 43-year-old writer becomes so terrified that she can think of nothing but fleeing.

The _____**10**_____ for Donna's extreme condition is electro-phobia, or the morbid fear of electricity. The list of phobias is growing every day and is now _____**11**_____ online at www.phobialist.com, where more than 500 human fears are listed alphabetically. Some may be harmless but other fears, _____**12**_____ acrophobia (the fear of heights), can be extremely dangerous.

Most people deal with phobias as the situation occurs. I have heard of one student who stapled together two pages of a textbook to _____**13**_____ flipping it open at a page with a photo of a snake. There was also a teacher who was so terrified of cats that she would ask her daughter to look carefully around an unfamiliar store for any cats and give the all-clear _____**14**_____ she agreed to enter.

Such tactics are usually only temporary at best. _____**15**_____ to science, treatment for most phobias is now available. What matters is that you have a plan to deal with your phobia.

- 9** **A** towards
 B past
 C near
 D with

- 10** **A** idea
 B term
 C mark
 D concept

- 11** **A** find
 B finds
 C found
 D finding

- 12 A except
B from
C like
D as
- 13 A manage
B avoid
C check
D stop
- 14 A after
B when
C while
D before
- 15 A Thank
B Thanks
C Thanked
D Thankful

The items were all grammar items except for three vocabulary items which assessed the students' knowledge of proper word usage, verb forms, prepositions, choice of part of speech and adverbs. The passage was about electro-phobia which is fear of electricity.

Question 9

Life is not easy when you are terrified of electricity, as one woman called Donna knows all too well. If she gets _____⁹ a light switch or a thunderstorm, the 43-year-old writer becomes so terrified that she can think of nothing but fleeing.

- 9 A towards
B past
C near
D with

The item was a test of prepositions. Candidates were expected to choose the correct preposition to complete the sentence. The correct answer was **option C**.

Candidates with good and average language ability were able to choose the correct preposition.

Question 10

The 10 for Donna's extreme condition is electro-phobia, or the morbid fear of electricity.

- 10 A idea
- B term
- C mark
- D concept

This question was a test of vocabulary. Candidates were expected to choose the most suitable vocabulary to complete the sentence. The correct answer was **option B**.

Candidates with good language ability chose the correct word. Candidates with average language ability chose the wrong word as they misinterpreted electro-phobia as a concept rather than it being a term.

Question 11

The list of phobias is growing every day and is now 11 online at www.phobialist.com, where more than 500 human fears are listed alphabetically.

- 11 A find
- B finds
- C found
- D finding

This item tested the tense form of a verb. Candidates needed to look at the consistency of tense in the text to choose the correct answer, **option C**.

Candidates with good and average language ability managed to choose the correct answer.

Question 12

Some may be harmless but other fears, _____ **12** _____ acrophobia (the fear of heights), can be extremely dangerous.

- 12 A** except
- B** from
- C** like
- D** as

This question tested the use of preposition. **Option C** was the answer.

Candidates with good and average language ability were able to fill in the blank with the correct preposition.

Question 13

Most people deal with phobias as the situation occurs. I have heard of one student who stapled together two pages of a textbook to _____ **13** _____ flipping it open at a page with a photo of a snake. There was also a teacher who was so terrified

- 13 A** manage
- B** avoid
- C** check
- D** stop

This question was a test of vocabulary. Candidates were expected to choose the correct word to complete the sentence based on the context given. The correct answer was **option B**.

Candidates with good and average language ability were able to choose the correct answer. They were able to identify the purpose of stapling the page.

Question 14

There was also a teacher who was so terrified of cats that she would ask her daughter to look carefully around an unfamiliar store for any cats and give the all-clear _____ **14** _____ she agreed to enter.

- 14** A after
- B when
- C while
- D before

This item tested the adverb of time. Candidates were expected to choose a relevant adverb to fit the context. The answer was **option D**.

Candidates with good and average language proficiency were able to choose the correct option.

Question 15

Such tactics are usually only temporary at best. _____ **15** _____ to science, treatment for most phobias is now available. What matters is that you have a plan to deal with your phobia.

- 15** A Thank
- B Thanks
- C Thanked
- D Thankful

This question tested the use of the correct part of speech and in this case an interjection. The correct answer was **option B**.

Candidates with good and average language ability were able to complete the sentence with the correct word.

SECTION B (QUESTIONS 16 to 25): INFORMATION TRANSFER

The assessment objective for section B is to assess students' ability to transfer relevant information from one text type to another.

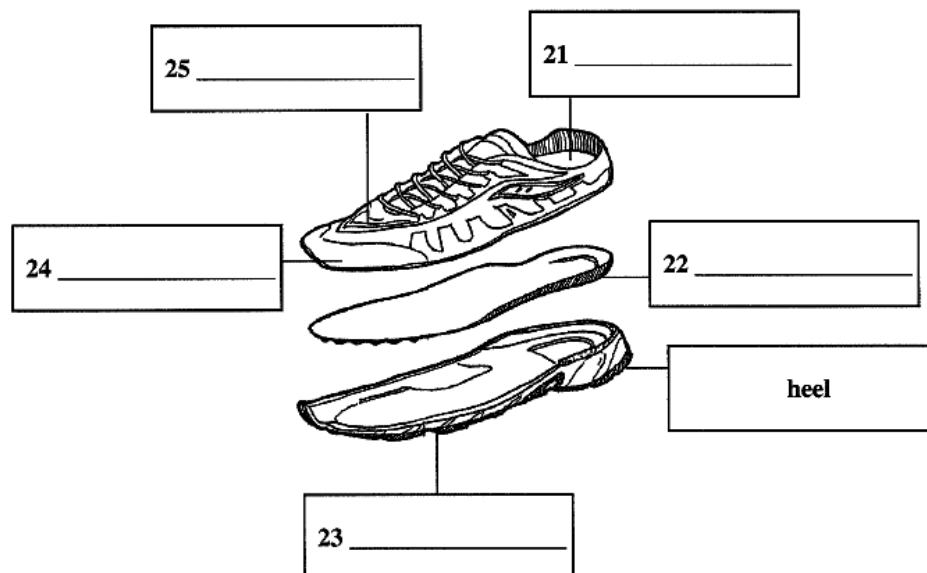
Questions 16 to 20

*Ibrahim is going on a camping trip. Using words from the leaflet given, complete his blog entry below. Use **only one word** for each blank.*

IBRAHIM'S BLOG
June 4, 2017 – Camping Trip
I'm going on a camping trip next week. I went to a shoe sale at BL Footwear and decided to buy the most popular brand, 16 _____. I chose 17 _____ boots as the ground can get very wet where I'm going. I'm really happy with them because the 18 _____ they came with is very reassuring, so I can take them back if necessary. The shop also sells lots of what you might call 19 _____ shoes, but what they look like doesn't matter to me. I'm very confident that my new footwear will protect me from any 20 _____ during my adventure. I can't wait for my trip.

Questions 21 to 25

*Using words from Components of a Shoe, label the parts below. One of the parts has been labelled. Use **no more than two words** for each blank.*



For SPM 2017 paper, the task required the candidates to read a leaflet from a shoe shop and using the information from the text, they had to complete a blog entry (Questions 16-20) with **only one word** from the leaflet. The candidates were also required to label the component of a shoe (Questions 21-25) with **no more than two words** from the text.

Question 16-20

IBRAHIM'S BLOG

June 4, 2017 – Camping Trip

I'm going on a camping trip next week. I went to a shoe sale at BL Footwear and decided to buy the most popular brand, 16 _____. I chose 17 _____ boots as the ground can get very wet where I'm going. I'm really happy with them because the 18 _____ they came with is very reassuring, so I can take them back if necessary. The shop also sells lots of what you might call 19 _____ shoes, but what they look like doesn't matter to me. I'm very confident that my new footwear will protect me from any 20 _____ during my adventure. I can't wait for my trip.

Candidates had to complete a blog with one word from the leaflet.

Examples of Excellent Answers

IBRAHIM'S BLOG

June 4, 2017 – Camping Trip

I'm going on a camping trip next week. I went to a shoe sale at BL Footwear and decided to buy the most popular brand, 16 Super. I chose 17 waterproof boots as the ground can get very wet where I'm going. I'm really happy with them because the 18 guarantee they came with is very reassuring, so I can take them back if necessary. The shop also sells lots of what you might call 19 decorative shoes, but what they look like doesn't matter to me. I'm very confident that my new footwear will protect me from any 20 injuries during my adventure. I can't wait for my trip.

Candidates with good language ability understood the task and were able to retrieve the relevant information from the text. Candidates managed to **lift the exact word** needed to complete the blog.

Examples of Average Answers

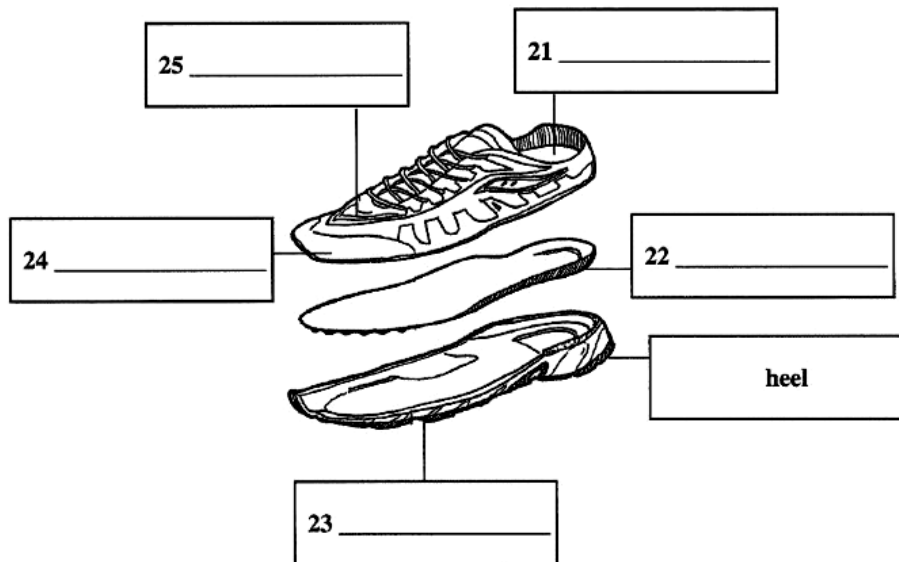
IBRAHIM'S BLOG

June 4, 2017 – Camping Trip

I'm going on a camping trip next week. I went to a shoe sale at BL Footwear and decided to buy the most popular brand, 16 Super. I chose 17 lightweight boots as the ground can get very wet where I'm going. I'm really happy with them because the 18 guarantee they came with is very reassuring, so I can take them back if necessary. The shop also sells lots of what you might call 19 sock rolls shoes, but what they look like doesn't matter to me. I'm very confident that my new footwear will protect me from any 20 injuries during my adventure. I can't wait for my trip.

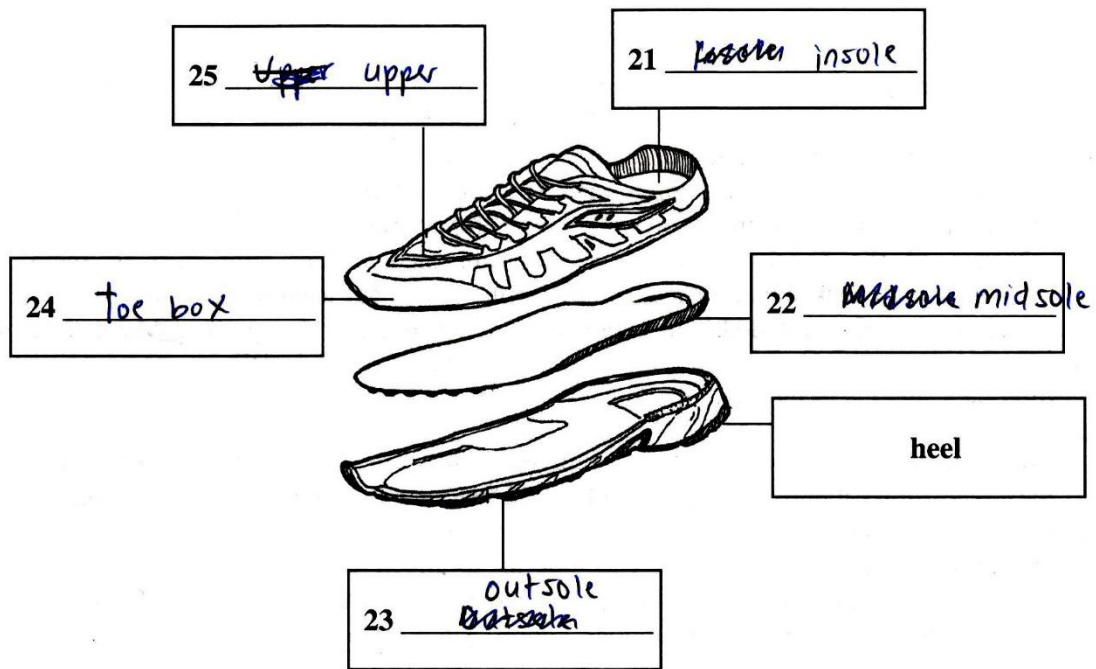
Candidates with average language competency were unable to understand the requirement of some of the tasks. They were unable to give the correct answer for some of the challenging items, for example questions 18 and 19. Some gave **more than one word** as their answers.

Questions 21 - 25



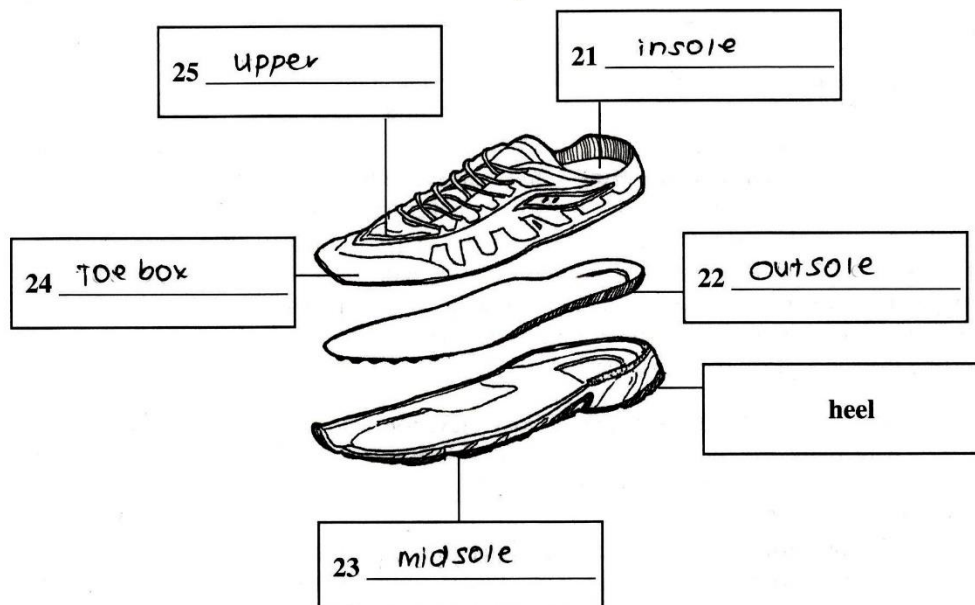
Using words from the relevant text, candidates were required to label the parts of the shoe. They were clearly instructed not to use more than two words for each part.

Examples of Excellent Answers



Candidates with good language ability were able to label the parts of the shoes accurately. They took note of the instruction that they should only **fill in the box with no more than two words**.

Examples of Average Answers



Candidates with average language ability got confused with some of the information in the text. They **wrongly labelled** some parts of the shoe.

SECTION C

This section has two parts: reading comprehension and summary writing. Some questions required candidates to apply higher order comprehension skills and give personal responses.

READING COMPREHENSION (QUESTIONS 26 to 30)

This section tested the candidates' ability to read and understand information contained in an extended text. The comprehension text was about Maria and her husband Jeffrey who had decided to give up watching television.

Questions 26 to 31 are based on the following passage.

- 1 Three years ago, Maria and her husband, Jeffrey, gave up watching television. They agreed that television did more than just emit low-grade radiation: it cast a shadow over their lives. Even though they did not watch television for more than a couple of hours a day, it seemed to influence when they ate, how they spoke, and even how they thought. They felt robbed of time for each other and the things they wanted to do. Their passion for reading had gone and the stack of new unread books had grown. Their dream of creating an organic vegetable garden remained a dream. However, the deciding factor was the worrying cholesterol results from a routine check up they had at the local clinic. 5
- 2 Their first attempt to reduce their TV habit to one show a day failed, as within days they were back to their normal pattern. This disappointed them, but after a while, they were filled with a renewed determination and gave the television away. 10
- 3 As the first television-free week began, doubts crept in: what would they do on boring weekends without popcorn, mini drama series and nature documentaries? Fortunately, it was just a brief period of adjustment. Soon they found new ways of spending their time. They began tidying up their overgrown garden revealing some stunning flowers that had been previously hidden. These soon became the envy of the neighbourhood. The couple were obviously proud of their achievement and this provided them with a springboard for other projects. It gave them a different perspective on what might be possible. 20
- 4 In the evenings, they now had time to go on long bicycle rides. In place of television news, Jeffrey had to think of how he could catch up with the latest happenings in the country and around the globe. He opted for other news sources like online newspapers and magazines, and realised that it was actually better to get what he needed in these different ways. However, for Maria, it was not all plain sailing. The absence of the sounds of the television appealed to her. But missing them, Jeffrey played loud rock music instead. Maria struggled to get used to this. On the other hand, their social life exploded. They gathered friends together for parties. Meanwhile, with more time on their hands and wanting to raise their standard of living, they started investing their income in the stock market. 30
- 5 They were soon half a year into life without television. The days became more leisurely, and they paid more attention to the sounds of nature like the rhythm of the falling rain against the window and the merry chirping of birds in the early mornings. Jeffrey started walking more as he was not in so much of a hurry. He drove less so the hassles of traffic jams and finding parking spaces seemed to be a thing of the past. There were fewer arguments about undone chores, simply because there was more time to do them. 35

- 6 With this physical activity in and around the house – which, by the way, looked much tidier and more comfortable to live in – Maria started to look a lot healthier. Even their pet dog, Dobby, benefited from the changes as it was taken for walks around the nearby park, unheard of during those days of television addiction. Freed from the late night mini-series, Jeffrey and Maria both managed to get more sleep. Television simply faded from their lives. 40
- 7 The space left in their lives that television used to occupy is now filled with more meaningful activities. They are doing things that build real memories. 45

In this section, candidates were required to answer 5 comprehension questions, consisting of nine parts. The comprehension text was about a couple who realised that watching television was not a good habit and therefore they made some changes which were needed to make their life better. In order to make these changes, the couple did many other activities to overcome their longing for watching television. Even though things did not work out well at the beginning, with sheer determination positive outcomes prevailed and their lifestyle improved.

There were five main questions consisting of nine parts. Questions 26, Question 27 and Question 29(b) were direct questions that were mere **recall items**. Questions 28 and 29(a) required candidates to apply **higher order comprehension skills**. For Question 30, candidates had to give a **personal response**.

QUESTION 26

26 From paragraph 1,

(a) what **two** activities did watching television prevent Jeffrey and Maria from doing?

This question required candidates to mention the activities that Jeffrey and Maria could not do because of their television addiction.

Example of an Excellent Answer

Activity 1: ...reading.....

Activity 2: ...gardening.....

Candidates with good language proficiency were able to provide **precise and concise answers**. They understood the meaning of the word “*prevent*” and easily identified the two activities.

Example of an Average Answer

Activity 1: Creating an organic vegetable garden.
Activity 2: Reading books.

Candidates with average language ability understood the task and **lifted intelligently** the parts of the sentences that had the answers.

QUESTION 26

(b) what finally made them give up television?

This question required candidates to give the reason why the couple decided to stop watching television.

Examples of Excellent Answers

cholesterol results
The worrying cholesterol results from a routine check up they had at the local clinic.

Candidates with good language proficiency were able provide **direct answers**. Some of them **rephrased the main idea** that conveyed the same intended meaning.

Example of an Average Answer

They were worried about their cholesterol results.

Candidates with average language ability understood the requirement of the question. They were able to **copy parts of the sentences** that contained the answer.

QUESTION 27

27 From paragraph 3,

(a) what impressed local residents about Jeffrey and Maria's garden?

This question required candidates to identify the reason why the neighbours were impressed with Jeffrey and Maria's garden.

Example of an Excellent Answer

.....~~They~~..... Their..... stunning..... flowers.....

The item was a tricky question. However, candidates with good language proficiency showed a good understanding of the text and task as they were able to provide the correct answer.

Example of an Average Answer

.....They..... began..... tidying..... up..... their..... overgrown.....
garden..... revealing..... some..... ~~hidden~~..... ~~flower~~..... stunning..... flowers.....

Candidates with average language competency could not relate to the idea of how the stunning flowers became the envy of the neighbourhood. Their responses were inaccurate because they made the **wrong interpretation**.

QUESTION 27

(b) which **one** word means “an encouragement to start something new”?

This question needed the candidates to find a word from the indicated paragraph that carried the same meaning with the phrase given; “an encouragement to start something new”.

Example of an Excellent Answer

.....The word 'springboard'.....

Candidates with good language ability were able to answer this question because they clearly understood the requirement of the question.

Example of an Average Answer

.....spring board.....

Candidates with average language competency, managed to give the relevant word as they understood the key phrase given.

QUESTION 28

28 “However, for Maria, it was not all plain sailing.” (Line 25)

Why was this true?

This question required candidates to infer the intended meaning from the given line and retrieve the information required from the paragraph.

Example of an Excellent Answer

.....She had trouble getting used to the loud rock music
Jeffrey played in place of the sounds of the
television.....

Candidates with good language competency managed to **infer the answer** by making reference to the few sentences after the sentence with the given idea.

Example of an Average Answer

.....The absence of the sounds of the television appealed
to her.....

Candidates with average language ability had difficulties in understanding the phrases: *plain sailing* and *why was this true*, So, they **wrongly lifted the phrase or sentence** immediately after the one with the main idea.

QUESTION 29

- 29 (a) From paragraph 5, how do we know that the relationship between Maria and Jeffrey had improved?

This question required candidates to find proof from the mentioned paragraph of the improved relationship between Maria and Jeffrey after they had given up watching television.

Example of an Excellent Answer

They had fewer arguments about petty things like undone chores.

Candidates with good language proficiency were able to give direct answers because they understood that **'fewer arguments'** meant that their **relationship had improved**.

Example of an Average Answer

~~They~~ There were fewer arguments about undone chores.

Candidates with average language were able to give the correct answers as they understood the other changes that the couple had made that were mentioned before the idea of *'fewer arguments....'* were just mere activities carried out by the couple. They were able to **lift the part of the sentence** that contained the answer.

- (b) From paragraph 6, what helped Maria get fit after giving up TV?

This question required candidates to locate the activities that Maria did that helped her to get fit after giving up TV.

Example of an Excellent Answer

She was carrying out more physical activities about the house such as chores.

Candidates with good language ability were able to answer this question because they could understand the requirement of the question. Some of them **rephrased** the answer.

Example of an Average Answer

The physical activity in and around the house.

Candidates with average language ability were able to understand the task. The word 'healthier' could be easily identifiable as 'fit' to them. Most of them managed to **lift part of the sentence** that conveyed the required idea.

QUESTION 30

- 30 How do you think Maria and Jeffrey's friends reacted when they first decided to give up watching television? Give **one** reason.

This question required candidates to give personal opinion regarding Maria and Jeffrey's friends' reactions when they first decided to give up watching television and support the opinion. The reason given must support the action.

Example of an Excellent Answer

Friends' reaction: They were shocked and pleased.

Reason: The couple ~~were~~ ^{had} been worryingly addicted, so their friends were glad that they had resolved the problem.

Candidates with good language ability managed to give **plausible reactions with justification**.

Example of an Average Answer

Friends' reaction: They would not believe them.

Reason: This is because they ~~ket~~ knew that Maria and Jeffrey was too addicted to television and they relied on only television as a source of entertainment.

Candidates with average language ability were able to **give simple, acceptable actions and reasons**.

QUESTION 31

SUMMARY WRITING

Candidates were required to select and retrieve relevant information, use the information given to display an understanding of the task and organise the information coherently. Candidates need to paraphrase effectively and concisely and present the information in Standard English, in an accurate and fluent form.

For SPM 2017, candidates were required to write a summary on what a couple did to improve their lifestyle after they had decided to stop watching television.

of spending their time. They began tidying up their overgrown garden revealing some stunning flowers that had been previously hidden. These soon became the envy of the neighbourhood. The couple were obviously proud of their achievement and this provided them with a springboard for other projects. It gave them a different perspective on what might be possible. 20

In the evenings, they now had time to go on long bicycle rides. In place of television news, Jeffrey had to think of how he could catch up with the latest happenings in the country and around the globe. He opted for other news sources like online newspapers and magazines, and realised that it was actually better to get what he needed in these different ways. However, for Maria, it was not all plain sailing. 25
The absence of the sounds of the television appealed to her. But missing them, Jeffrey played loud rock music instead. Maria struggled to get used to this. On the other hand, their social life exploded. They gathered friends together for parties. Meanwhile, with more time on their hands and wanting to raise their standard of living, they started investing their income in the stock market. 30

They were soon half a year into life without television. The days became more leisurely, and they paid more attention to the sounds of nature like the rhythm of the falling rain against the window and the merry chirping of birds in the early mornings. Jeffrey started walking more as he was not in so much of a hurry. He drove less so the hassles of traffic jams and finding parking spaces seemed to be a thing of the past. 35
There were fewer arguments about undone chores, simply because there was more time to do them.

With this physical activity in and around the house – which, by the way, looked much tidier and more comfortable to live in – Maria started to look a lot healthier. Even their pet dog, Dobby, benefited from the changes as it was taken for walks 40
around the nearby park, unheard of during those days of television addiction. Freed from the late night mini-series, Jeffrey and Maria both managed to get more sleep.

31 Maria and Jeffrey decided to stop watching television.

Based on the passage, write a summary on what they did which improved their lifestyle.

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 material from line 16 to line 42
- not be longer than 130 words, including the 10 words given below.

Begin your summary as follows:

After giving up watching the television, Maria and Jeffrey started ...

Candidates had to use the information from the passage given (from lines 16 to 42) to display an understanding of the task and organise the specific information from the passage coherently.

Example of an Excellent Answer

After giving up watching the television, Maria and Jeffrey started clearing their garden, ^{revealing} ~~was~~ flowers that the neighbourhood envied for its beauty. Also, they went on long bicycle rides. Jeffrey realised ^{that} ~~that~~ online news sources were better for staying updated. They held parties. They ^{did stock market investment} wanted to raise their living standards by ~~stock market investment~~. The days passed more leisurely as they listened more to nature's sounds, Jeffrey walked more and drove less because he was not rushing anymore, saving parking and traffic hassles. Besides, there was more time for chores hence less arguments about them. Maria became healthier with exercise around the house which was neater now. Their dog, Dobby enjoyed long walks. They also got more sleep.

Candidates with good language proficiency understood the requirements of the task and were able to select the relevant information to write a summary on what the couple did to improve their lifestyle after they decided to stop watching television. Their responses were also organised coherently and the expressions were secure. The candidates displayed a good understanding of the task set. 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.

Example of an Average Answer

After giving up watching the television, Maria and Jeffrey started tidying up their overgrown garden. Moreover, in the evenings, they now had time to go on long bicycle rides. Jeffrey opted for other news sources like online newspapers and magazines. Furthermore, Jeffrey played loud rock music instead. Besides this, Maria struggled to get used to this. Besides that, they gathered friends together for parties. After that, they started investing their income in the stock market. They paid more attention to the sound of nature. In ~~addition~~ addition, ~~Jeffrey~~ Jeffrey started walking more and drove less. Lastly, Jeffrey and Maria both managed to get more sleep.

Candidates with average language ability were able to successfully do **intelligent and selective lifting** to address the task. Candidates showed **heavy reliance on text** hence **not showing much paraphrasing skills**. In terms of **language** usage, the responses were quite **accurate** but the candidates **did not show ability to form original syntax**. This was mainly because of their reliance on the language of the passage.

SECTION D (LITERATURE COMPONENT)

For Question 32, candidates had to respond relevantly to tasks by demonstrating an understanding of the lower order and higher order comprehension skills and sub-skills. For Question 33, candidates were required to give personal response to the prescribed literary text and present the information in Standard English, in an accurate and fluent form.

POEM (QUESTION 32)

A Poison Tree

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright;
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole
When the night had veiled the pole:
In the morning glad I see
My foe outstretched beneath the tree.

William Blake

The poem chosen for SPM 2017 was *A Poison Tree*.

Question 32 (a)

(a) The persona used tricks.

Which line in the poem refers to these tricks?

The item required candidates to write down the line that conveyed the intended meaning.

Examples of Excellent Answers

Line 8

Stanza 2, Line 4

Candidates with good language proficiency were able to **quote the exact lines**. Some of them gave the line number only.

Example of an Average Answer

and with soft deceitful wiles

Candidates with good and average language ability were able to identify the line concerned.

Question 32 (b):

(b) Why does the persona use the phrase “day and night” in Stanza 3?

The question required candidates to give a reason why the persona used the phrase in the poem.

Examples of Excellent Answers

it means the anger grew bigger.....

...it is growing constantly.....

The apple tree grows bigger everyday.....

Candidates with good language proficiency gave responses that showed both the **literal and figurative meanings**.

Example of an Average Answer

it means everyday.....

Candidates with average language ability mostly gave the **literal meaning**.

Question 32 (c):

(c) In Stanza 4, why do you think the foe was “outstretched beneath the tree”?

The item required higher order comprehension skills. Candidates need to give the reason for the foe’s condition.

Examples of Excellent Answers

He had fallen into the persona's tricks.....

the foe died after eating the apple.....

Candidates with good language ability were able to interpret what happened to the foe. They gave **clear, accurate answers**.

Example of an Average Answer

he died.....

The foe had died by eating poisonous apple

Candidates with average language ability were able to respond relevantly to task. They had a good knowledge and understanding of the poem as most of them focused on the **idea of the foe being dead.**

Question 32 (d):

(d) What advice would you give to the persona and why?

This was a personal response item. Candidates had to give an advice to the persona with a supporting reason.

Examples of Excellent Answers

Advice: Do not hold on to grudges or anger
talk to someone you trust.

Reason: The anger can burst and cause
harm to body.

Advice: Apologize eventhough it is not
your fault.

Reason: It may eases the anger in the
foe and make him happy.

Candidates with good language proficiency were able to give **sound advice with well-supported reasons.**

Examples of Average Answers

Advice: *Forgive the ~~persona~~ foe*.....

Reason: *you When someone forgives somebody, Allah
will be happy and the persona too.*.....

Advice: *Always forgive others.*.....

Reason: *being angry hurts others and the persona.*.....

Candidates with average language ability showed a good understanding of the task. They were able to give **appropriate, simple advice**. They were also able to give **reasonable reasons to support their advice**.

THE NOVEL (QUESTION 33)

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

Dear Mr. Kilmer	–	Anne Schraff
Captain Nobody	–	Dean Pitchford
Sing To The Dawn	–	Minfong Ho

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

Based on the novel that you have studied, write about a **value** that is important to **one** of the characters in the story.

Give reasons why it is so, with close reference to the text.

Candidates were asked to choose one of the novels they have studied and respond to the question provided. They were asked to identify a value which was important to a character. Candidates were required to give reasons why that value is important to the chosen character. The question involved two tasks that the candidates need to address. One was to write about a value that was important to a chosen character. The second was to give reasons why the chosen value was important to the character chosen.

Example of an Excellent Answer

Based on the novel Dear Mr Kilmer by Anne Schraff, there is a particular value that ~~creates a~~ is significant to one of the ^{novel's} characters, ~~that~~ Richard Knight.

The value that is important in shaping Richard is bravery, and this is evident ⁱⁿ a few events. The first event is the card signing ~~event~~ scene. After the news of Hannah ^{the} Schermers' tavern being vandalised, Mrs. Hansen had brought a simple card for the class to sign as a symbol of ~~empathy~~ ^{sympathy} towards her misfortune. It was a simple card, with white flowers and the words 'With Sadness' on it. ~~The class~~ The bullies of the class had reacted negatively to the card, enquiring whether or not they could refuse ~~from~~ signing the card. When the card was passed to Herbie Wycinski, ~~he~~ ^{he} a student most of his classmates called as four eyes, he was too afraid to sign the card as he did not want to be beaten up by Abner and Harry. Millie Wright had refused ~~as well~~ out of fear as well as she did not want to defy ^{the} popular girls such as Peggy and Blanche. However, as the card had ~~not~~ been passed to Richard, he adamantly signed it, even though he had received threats from Abner and Harry. This ~~is~~ shows how brave Richard was to sign the card even though he had the risk of being beaten up and ostracised by his classmates. Richard had shown this act of bravery because he knew Hannah did not deserve such discrimination just because of her German descent. In fact, Hannah ~~had~~ was a patriotic American just like

everyone else. He also was brave to stand up for Hannah because if he didn't, ~~no~~ no one else ^{would} ~~with~~, and Hannah would ~~be~~ continue to be being ~~injust~~ ~~pre~~ the victim of prejudice and injustice. In my point of view, this is ^a very ^{important} ~~crucial~~ value to have in a person because it teaches us to stand up ~~for~~ against discrimination and ~~what our~~ and hatred no matter the circumstances. It was especially important to Richard because it changed him into ~~a~~ ^{someone} ~~braver~~ who fostered a change ^{against} ~~in~~ ^{ineq} racial disparity.

The next event that ~~portayed~~ was important to Richard was him ~~confess~~ reading his letter in front of his class. On the last day of school, Richard had decided to read his ~~poem~~ ~~letter~~ from Mr. Kilmer and his poems in front of class. Mrs. Hansen had announced that Richard had

a special announcement to make. Standing beside Mrs. Hansen, Richard had almost panicked when he saw ~~at~~ his teacher sit down. Starting off with a quivering voice, he managed to gradually gain confidence and when he was done, the class had fallen into a profound silence. ~~The~~ He had received mixed views as

Abner had called him a sissy but most looked at him with a newfound respect. No one could believe he was exchanging letters with a famous person. This particular scene captures the importance of Richard's bravery because it allowed him to share his true self with the class. After this scene in the book, Richard is gradually seen to grow into a stronger, ^{and more confident} ~~braver~~ person, ~~and not~~ ^{not} just ~~a~~ ^{the} ~~boy~~ ^a in the background he once was. It also allowed him to express his passion, something he had ~~let~~ kept to

himself for years. ~~It~~ To me, it is definitely important for an individual to express who he really is without worrying about what others would think. This is because as human beings, we should not shape ourselves based on what society wants us to become, but how we wish to present ourselves.

The third event that portrayed the importance of Richard's bravery was when he published his poem called dedicated to Joyce Kilmer in the Turtle Lake Weekly. After grieving over the death of his confidante, Mr Kilmer he had written a poem for him out of melancholy. Reading it In the stanzas of the poem, he had ~~compared~~ ^{equated} the life of an individual person to ~~any million worlds~~ ^{an entire world} and questioned how ~~can~~ ^{we could} we sacrifice a million little worlds for one world's peace. Reading it to the Schermers, Schermers they thought it was a great idea to publish it in the Turtle Lake Weekly. Although ~~hesitant~~ ^{hesitant} hesitant in the beginning, Richard finally allowed his poem to be published. When Pa had read it ~~the~~ after it was published, he broke into tears, telling Richard about his brother Roland who had died ~~at war~~ during war. Pa who ~~I~~ ~~also~~ ~~thought~~ ~~Roland was~~ was still devastated by his brother's death thought that a world was dead and gone as they lowered Roland's coffin into the grave. He ~~thanked Richard for understand~~ ^{understand} The poem Richard had written had helped Pa overcome his grief ~~of~~ ^{of} his brother. ~~And due to Richard's~~ Due to Richard's brave act of publishing the poem, not only Pa, but all the other ^{singing} family members of a lost loved one could find solace within Richard's poem. His bravery was important to act as a form of comfort to ease the broken hearts of many other families in Turtle Lake. In my opinion, we have to be brave in times of need to be able to help others who are suffering for we should always strive to make the world a better place, no matter ~~with~~ ^{with} how small an act.

In conclusion, there were many acts of bravery portrayed by Richard that had a very significant impact on him. These acts of have served as a powerful ~~less~~ lesson to help me improve myself.

Candidates with good language proficiency gave responses which were **consistently relevant** throughout. There were **excellent reasoning and convincing responses** to the task. Arguments were **detailed and well-developed**. Candidates provided **precise textual evidence** to support reasons and values with close reference to text. Candidates provided a good discussion on why the value chosen was important to the chosen character. The responses showed very **good organisation** of thoughts and ideas. **Language** was **accurate**.

Example of an Average Answer

Based on the novel Captain Nobody by Dean Pitchford that I have studied, ~~the value that is important is an~~ important value from the ~~no~~ story is bravery. Bravery is significant to the main character, Newton Newman, ^{who is also known as Captain Nobody} to deal with the things happening in his life.

First and foremost, bravery of Newton Newman was portrayed when he overcame his fear of heights. When his friend Cecil asked for his help to take the drum bass on top of dumpsters, he was reluctant at first. However, believing that Captain Nobody should not be ~~are~~ afraid of heights, he managed to destroy his inner-acrophobic self and climbed the dumpsters to take the drum bass for his friend. Although climbing the dumpster ~~is a~~ was not a big issue, Newton managed to overcome his fear. In my opinion, we should be brave to destroy

our fears so that we can achieve more things.

Next, the value of bravery was shown when Newton rescued Reggie Ratner. Reggie Ratner climbed the Appleton tower to spray some words on behalf Merrimac High. Suddenly his leg was stuck and the people that saw him from below assumed that he was about to commit suicide. When Newton saw this, he bravely climbed the tower and convinced Reggie that he was not guilty for Chris's coma. This shows that being brave could help ~~at save other people's live~~ you make some new friends. In my opinion, we need to be brave to help other people so that we can make new acquaintances.

Last but not least, Newton Newman proved his bravery when he successfully saved Ferocious the ferret. Angry with the blame fell to his cousin, he decided to unlock Ferocious's cage and thus let the ferret escape. Newton risked his live to catch the ferret since it was the mascot of the school's football team. Newton ended up catching the ferret, stopping ~~four road~~ the cars from four roads and enable a plane to make a safe emergency

landing all simultaneously. This makes Captain Nobody ~~a~~ the hero of the day. In my opinion, ~~bravery~~ we must have the value of bravery in us so that we could ~~help~~ ~~chang~~ ~~save~~ prevent unwanted accidents happening around us.

In a nutshell, bravery is also important for us same as how important it is for Newton ~~New~~ ~~for~~ Newmann. With bravery, we could achieve our goals and also help people around us especially ~~we~~ our beloved ones.

Candidates with average language ability responded relevantly to the task specified. They provided **textual details but lacked development**. There were some discussions on the reasons why the value chosen was important to the character chosen. The language was **largely accurate** with **good organisation**.

SUGGESTIONS FOR CANDIDATES

1. Read more to improve their command of the language.
2. Go through past year questions to familiarize themselves with the examination format.
3. Keep a word book or dictionary to improve vocabulary.
4. Try to understand words based on contextual clues.
5. For information transfer:
 - (a) do more exercises on information transfer of different types;
 - (b) read the task carefully before answering the questions;
 - (c) use information found in the texts for information transfer;
 - (d) use key words to help locate the correct information and avoid over-lifting of text material;
 - (e) go through past-year questions to familiarize themselves with all kinds of text types in this section; and
 - (f) be careful in copying down facts from any given material especially in terms of spelling, numbers and punctuation.
6. For reading comprehension:
 - (a) understand the usage of Wh-questions;
 - (b) look for answers in the stated paragraphs;
 - (c) learn to express personal opinions; and
 - (d) read extensively.
7. For summary writing
 - (a) 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;
 - (b) do not exceed the word limit given;
 - (c) use the ten introductory words given;
 - (d) complete the opening sentence using the ten introductory words without any grammatical errors;
 - (e) build a wider vocabulary, so that paraphrasing is more effective and concise;
 - (f) learn to write using a variety of sentence structures – complex and compound;
 - (g) learn to use sequence and logical connectors;
 - (h) practise rephrasing;
 - (i) write a draft first and edit it before writing out the summary.
8. For poems,
 - (a) understand the literal and figurative meaning of the poems;
 - (b) know the meanings of words and phrases; and
 - (c) do lots of exercises on personal response questions.
9. For novel,
 - (a) learn the details of the main or significant events in the novel so as to provide accurate and sufficient textual support;
 - (b) be familiar with the plot, characters and events of the story; and
 - (c) do not reproduce memorised answers.

SUGGESTIONS FOR TEACHERS

1. Give more grammar exercises and teach students the grammar items in the syllabus.
2. Give rational cloze exercises so that students can complete the blanks accurately.
3. Identify students' weaknesses and plan remedial exercises.
4. Teach students ways to provide relevant and precise answers.
5. Expose students to different types of reading materials.
6. Teachers should teach students to read the task carefully before answering the questions.
7. Encourage students to read extensively
8. Remind students to change the pronouns accordingly when lifting answers.
9. Teach students to look out for key words when identifying answers.
10. Use authentic materials in class to expose students to different reading materials.
11. Familiarise students with various types of comprehension passages and reading materials.
12. Teach and train students to locate the content points for summary writing. Teach them how to differentiate between main and supporting ideas/details.
13. Remind students to use the given ten introductory words and to use material within the stipulated summary text area.
14. Remind students to write summary in one paragraph.
15. Teach students to use suitable cohesive devices such as connectors.
16. Teach and train the students, especially those with good linguistic skills, to paraphrase effectively and concisely.
17. Teach and train students to write using a variety of sentence structures, focusing on ability to form original compound and complex structures.
18. Focus on one skill at a time for summary writing – locating content points, paraphrasing or writing original syntax.
19. Teach the weaker students to use key words to locate points when answering summary questions.
20. Improve their vocabulary by introducing relevant comprehension texts based on the curriculum specifications.
21. Teach the main elements of the poem.
22. Teach students the literal and figurative meaning of the poems.
23. Train students to provide personal responses.
24. Encourage students to share their personal experiences during class discussion and tell them how these experiences can be used to answer the personal response questions.
25. Ensure students read and comprehend the novel.
26. Teach students all the elements of the novel: theme, plot, character etc.
27. Do not encourage mere memorisation.
28. Teach and train students to respond relevantly to a task, or to give their opinions on the task set.
29. Teach students to always provide textual evidence to support their answers.