



KEMENTERIAN PENDIDIKAN
LEMBAGA PEPERIKSAAN

KUPASAN MUTU JAWAPAN

Sijil Pelajaran Malaysia
Tahun 2023

Bahasa Inggeris
Kertas 2

1119/2



1.0 ASSESSMENT INSTRUMENT

Subject Code	:	1119/2
Type	:	Subjective
Marks	:	60 Marks
Time	:	1 hour 30 minutes

1.1 ASSESSMENT DESIGN

Paper 2 comprises 3 parts: **Part 1**, **Part 2** and **Part 3** (3 Questions).

Part 1: Short Communicative Message [20 marks]

Part 2: Guided Writing [20 marks]

Part 3: Extended Writing (3 Questions) [20 marks]

2.0 PERFORMANCE OF CANDIDATES

2.1 PERFORMANCE OF CANDIDATES PART 1 (QUESTION 1)

2.1.1 Overall Performance

Part 1 is intended for lower-proficiency (A2 level) candidates. Hence, the higher-proficiency candidates are able to score full marks (20 marks) for this part. Candidates do well in Part 1 and even the low proficiency candidates manage to get some marks.

2.1.2 PERFORMANCE OF CANDIDATES ACCORDING TO THE GROUP

High Performance

Part 1 is targeted at A2 level. Hence, the high proficiency candidates are able to score full marks (20 marks) easily. They are able to fulfil all the task requirements. Target reader is fully informed.

Average Performance

The candidates in this group are able to produce a text that communicates simple ideas in simple ways. Text is connected using basic high frequency connectors.

2.2 REVIEW OF CANDIDATES' RESPONSES FOR PART 1

Question 1

You received an email from your friend, Lily, who wants your advice on choosing a part-time job.

Hi,

I'm planning to work part-time during the long holiday. There are two jobs available – as a promoter at a supermarket or as a cashier at a bookshop. Which one do you think is suitable for me and why do you think so? How about you? What are you going to do during the holiday?

Let me know what you think.

Lily

Write an email to your friend in about **80 words** in the space provided.

Examples of answer by candidates with high achievement

i. Content

Candidate is able to address all three tasks well. All contents given are relevant and the reader understands the contents presented.

Contents 1 and 2: The candidate has addressed the first task (choice made) and the second task (reason for the choice given).

How are you? I got your message and I just wanted to say that you would fit in as a cashier at a bookshop. Since you are a very shy but clever person, I think the second choice is better.

Content 3: The candidate has addressed the third task (what the candidate plans to do during the holiday).

Moreover, for me, I would go with a boutique assistant. I'm going to help my aunt with her Ban'ia bags business during this holiday. As a result, I can gain a side income.

ii. Communicative Achievement

Candidates use communicative features for the given task which is to write AN EMAIL effectively with appropriate opening and closing. They are able to communicate easily and confidently, meeting all the communicative requirements of an email.

Example: Uses the conventions of an email (i.e. appropriate tone and genre)

*I hope you are doing fine.
...since you have a cheerful personality...
so I think it's a good thing for you.*

*How are you? I hope you are doing fine. Anyway,
I think you should be a promoter at a supermarket
since you have a cheerful personality which will
~~definitely~~ attract customers into buying the product
you are selling. Beside that, you know every single
detail about any product's so I think it's a
good thing for you. For me, I'm planning to work at
a restaurant called Hai Di Lao, since they are looking
for dancers to entertain the customers. So I'll be
learning the dance move online before working at
Hai Di Lao.*

iii. Organisation

Candidates are able to use simple connectors and a limited number of cohesive devices most of the time. These high performing candidates are able to provide more sophisticated cohesive devices with varieties. Punctuations are aptly used. The email is complete with the opening and closing phrases that makes reading smooth and convincing.

Examples of the use of cohesive devices:

In my perspective, moreover, as for me, as for the reason, since

Hi

How are you Lily? Hope you are doing well in life. It is a great idea that you are planning to work part-time during the long holiday. From the limited ~~eniss~~ options you have given me, in my perspective working as a promoter at a supermarket is ~~an~~ great job to do during the holiday. As for the reasons there are many but the important reason is that it can help you socialize with the public. Moreover, it also helps you to improve your communicative skills. A plus point is that you can get special offers from the supermarket as an employee. As a friend I know this job is suitable for you since you are an extrovert. As for me, I am planning on joining a coding course because I am keen on mastering programming by this year.

iv. Language

High performing candidates are able to use basic vocabulary appropriately and simple grammatical forms with a good degree of control. Some even display a high level of language proficiency. Candidates at this level do make errors in writing, but they do not interfere with the smooth description of the meaning to be conveyed and meaning can still be determined.

Example 1: Uses basic vocabulary appropriately.

'suitable', 'holiday', 'stranger', 'food', 'rider', 'problem', 'money'

How are you? I'm glad to hear from you. About your planning to work part-time during the long holiday. I think you're suitable to work as a promoter at a supermarket. It's because you've a good communication skills when you interact with people. Thus, it's not a problem for you to talk to a ~~stranger~~ stranger. About me, I'm going to be a rider as a food delivery. For me, there is a simple way to find the money.

Example 2: Uses simple grammatical forms with a good degree of control.

I don't really like crowded places.

Example 3: Even though errors are noticeable, meaning can still be determined.

First of all, you are an introvert person, Lily. As a promoter at a supermarket, indeed are not suitable for you. You need to have a communication skill.

Examples of answer by candidates with average achievement

i. Content

Average performing candidates manage to get full marks for the three tasks. The reader understands what the candidate wants to convey. Target reader is, on the whole, informed.

Content 1: Choice is made between a promoter or cashier

Hi, I think you can do the cashier at a bookshop.

Content 2: Reason for the choice

It's my opinion you can try in cashier at a bookshop because you very good in mathematics.

Content 3: What the candidate plans to do during the holiday

It is very suitable for you. My parents ask me to go to work in restaurants, become a waiter to learn something.

ii. Communicative Achievement

Candidate only produces a text that communicates simple ideas in simple ways. Fulfils the communicative task – correct genre, register and format of an email.

Example 1: Opening

How are you getting on? I glad to receive your email.

Example 2: Closing

Bye, hope you can enjoy the work and don't forget reply my email.

iii. Organisation

Text is connected using basic, high frequency connectors.

Example: 'and', 'because', 'so'

Suggest you a promoter at a supermarket better. It's job very suitable for you because I think a job so easy and fun. You can promote all what do you want to promote.

iv. Language

Candidate uses basic vocabulary reasonably and simple grammatical forms with some degree of control. Errors may impede meaning at times.

*Example 1: Uses basic vocabulary reasonably well
'job', 'holiday', 'planning'*

I don't want to do a part-time job for this holiday because my friend and I, planning want to go holiday in Langkawi.

Example 2: Uses simple grammatical forms with some degree of control.

I think my holiday so boring because next month I have a big exams.

Example 3: Errors may impede meaning at times. Use of L1.

It is because, cashier can improve your subject "Matematik" and you can used the spend time to reading the book.

2.3 SUGGESTIONS FOR PART 1

2.3.1 Students

- a) Read and understand the rubric.
- b) More practice on how to use linkers and high frequency cohesive devices.
- c) Familiarise themselves with different types of short messages.
- d) Learn how to write short and concise messages.
- e) Number the tasks given in the stimuli.
- f) Identify the target reader to ensure the correct tone is used.

2.3.2 Teachers

- a) Teach students to write short messages using informal tone.
- b) Give more practice on writing short messages.
- c) Help students to identify task requirements.
- d) More exercises on writing simple sentences for low proficiency students.
- e) Expose students to writing short messages on different themes.
- f) Use the *Kupasan Mutu Jawapan SPM* as a reference to guide students.

2.4 PERFORMANCE OF CANDIDATES PART 2

2.4.1 Overall Performance

Average candidates are able to answer Part 2 as it is intended for B1 level candidates. Some candidates have problems with the content because they do not have prior knowledge of advertisements. However, the good candidates are able to score well in this part.

2.4.2 PERFORMANCE OF CANDIDATES ACCORDING TO THE GROUP

High Performance

Part 2 is targeted at B1 level. Therefore, high proficiency candidates are able to score high marks. They fulfil all the task requirements and use the correct conventions of the communicative tasks to communicate straightforward ideas.

Average Performance

The candidates in this group are able to produce a text that communicates simple ideas in simple ways. Text is connected using simple connectors and a limited number of cohesive devices.

2.5 REVIEW OF CANDIDATES' RESPONSES FOR PART 2

Question 2

In your class, you have been talking about various advertisements for products and your teacher has asked you to write an essay about it.

In your **essay**, you should:

- talk about an interesting advertisement you have seen
- describe what makes the advertisement attractive to you
- explain how advertisements can influence people to buy certain products

Use **all** the notes above and give reasons for your point of view.

Write your essay in **125 – 150 words** in an appropriate style.

Examples of answer by candidates with high achievement

i. **Content**

All content is relevant to the task. Target reader is fully informed.

Contents 1 and 2: Description of the advertisement of a product seen and what makes the advertisement attractive (reason).

..... Last week, I was watching some videos on
..... Youtube. As I was watching the video, an interesting advertisement
..... came up. It was about the brand new Nike football boots called
..... 'Phantom X'. I had to watch the advertisement twice because of
..... how unique it was.
.....

Content 3: How advertisements can influence people to buy certain products.

..... Moreover, the catchy presentation of the advertisement is what brings out
..... the desire from every person's mind.
.....

ii. Communicative Achievement

The candidate produces a text that uses the conventions of an essay to hold the target reader's attention and communicates straightforward ideas appropriately. The response fits the format of an essay. Ideas expressed use standard English and are stated clearly. There is no misunderstanding or blurring of the ideas.

Example 1: Uses the conventions of an essay.

From my standpoint, the most ~~interesting~~ ^{which I find attractive} awe-inspiring attribute of this advertisement is the way it manages to convey the story and gameplay of Honkai in a meaningful way, without ~~here~~ the advertisement ever feeling mundane or irritating. To elucidate, the advertisement manages to hook the audience by showing off ~~perfect blend of story~~ ^{perfect} the mechanics of the game, whilst also weaving in story elements throughout the advertisement. Consequently, the advertisement masterfully manages to cater to and entice people who wish to ~~experience~~ ^{indulge in} a good story ~~for~~ and people who wish to experience an endorphin rush from playing the game. As a person who falls into the latter category, ~~I think~~ ^{of course} the advertisement succeeded in ~~attracting~~ ^{attracting} me into buying the game video game in a matter of minutes.

iii. Organisation

The essay is generally well organised as it uses an introduction to explain the topic well and a conclusion to tie up all the points effectively. It is also coherent as the candidate uses a wide variety of linkers and cohesive devices.

Example 1: Cohesive devices and coherence

'I am sure that', 'however', 'either ... or', 'which', 'I believe'

In the hustle and bustle of our everyday lives, I am sure that each individual has come across a cornucopia of advertisements, usually being ~~of~~ disregarded as either irritating or intrusive. However, I managed to stumble upon a specific advertisement for the game video game Honkai, which I believe stands as a monolith in the upper echelon of advertisements.

iv. Language

The candidate uses a range of simple and some complex grammatical forms with a good degree of control. The candidate uses a range of everyday vocabulary and some less common lexis.

Example 1: Uses everyday vocabulary:

'man', 'advertisements', 'house', 'girlfriend', 'father'

giffbox
Last week, I have seen an advertisement about the ~~the~~ man visited to his girlfriend house. Father girlfriends see that a ugly man dont help the girl ~~to~~ ^{to take a} heavy things. He felt angry and start to attack

Example 2: Uses less common lexis:

'owing', 'grab', 'stimulating', 'utilising', 'myriad', 'psychological'

This is owing to the fact that advertisements are ~~often~~ rather stimulating, ~~and~~ ^{psychological} often utilising a myriad of ~~film-making~~ techniques in order to grab the attention of the audience.

Example 3: Uses a range of simple and some complex grammatical forms with a good degree of control.

To begin with, the interesting advertisement I have seen is an anime merchandise advertisement. The merchandise comes from an actions anime calls Spy×Family. Additionally, what makes it attractive to me is that it has variety of ~~grafic~~ graphics that full of ~~color~~ colours and it catches my eyes. In addition, it also include the main protagonist name Anya which is my favourite character.

2.6 Examples of answer by candidates with average achievement

i. Content

Although content is relevant to the task, omissions may be present. Target reader is, on the whole, informed.

Example 1: The candidate has addressed the first content (an advertisement of a product seen).

Firstly, I would like to talk about the advertisement I see is the local and new products. I think the new products better but the local product is mostly be new after ~~reduce~~ updates. I have seen the ~~big~~ school bag products. The products have a local and new with same price and unknow quality.

Example 2: The candidate has addressed the second content (why the product is attractive).

Secondly, The products is attractive to me because the product is beautiful but not the best quality and fast broke the products. People should choose the best products in their life because it's good. People must choose the good quality and ~~no~~ don't ~~for~~ look the faces of the products.

Example 3: The candidate attempts to address the third content by explaining how advertisements can influence people to buy certain products.

In my humble opinion, ~~social advertian~~ advertisement can influence people to buy certain product if the information ~~the design~~ is easy to understand, the design is eye catching and the method of advert is correct.

ii. Communicative Achievement

The candidate produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.

Example 1: Communicates straightforward ideas.

The advertisement that catch my eye is a smartphone from a company called Apple. Apple is one of the largest company in the world that sell electronic devices. Apple is well-know for their smartphone called Iphone.

iii. Organisation

The candidate uses only one paragraph to address all the three contents. It uses simple connectors and a limited number of cohesive devices appropriately.

Example 1: Uses simple connectors and a limited number of cohesive devices.

'Firstly' 'In my opinion', 'and', 'because', 'Also'

Firstly, that have one interesting advertisement I have seen that is Fifa World Cup drinking water bottles. In my opinion this advertisement very good and have a nice quality of bottles. The reason what makes this advertisement attractive to me because this packaging very good and this bottles can recycle and reuse. It also give me the idea how to bussines like that. Advertisement like this can influence people to buy your products with nice tolerance and with cheap price. Also product that have at shop online must have a discount voucher.

iv. Language

The candidate is able to use basic vocabulary appropriately and uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.

Example 1: Uses basic vocabulary appropriately.

'important', 'see', 'road', 'product', 'shopping mall'

Advertising is an important step at increasing the sales of a product. You could see advertisements everywhere, either on the ~~ad~~ road or in a shopping mall. Without advertisements, how can your product be known to the public?

Example 2: Uses simple grammatical forms with a good degree of control.

There's an ~~advertisement~~ advertisement I found quite interesting which is the Pilot's new pen named 'Poploli'. I saw the advertisement while I was driving on the road. The advertisement caught my eye because of the variety of colours provided. It even states that it could write easily without smears.

Example 3: Errors are noticeable but meaning can still be determined.

Firstly,
there are many interesting ~~advertisment~~ advertisement I have seen. The top of that, I have seen it they promote with give some tastev for people to try it. The reasons is the buyev can be more tvusting about the products.

2.7 SUGGESTIONS FOR PART 2

2.7.1 Students

- a) Read and understand the rubric.
- b) Number the tasks given in the stimuli.
- c) Plan their writing to ensure that there is an introduction, body and conclusion.
- d) Fulfil the requirements of the question.
- e) Use a variety of cohesive devices.
- f) Identify the target reader to ensure the correct tone is used.
- g) Read more materials on different themes.

2.7.2 Teachers

- a) Guide students to plan their writing.
- b) Teach students to use cohesive devices appropriately.
- c) Give more practice on writing complex grammatical forms in their essays.
- d) Expose students on how to write coherent essays.
- e) Teach the students the correct conventions of guided essays.
- f) Train students to express their opinions.
- g) Use the *Kupasan Mutu Jawapan SPM* as a reference to guide students.

2.8 PERFORMANCE OF CANDIDATES FOR PART 3

2.8.1 TASK REQUIREMENTS

In this part, the candidates must complete one of the three tasks presented to them. Candidates need to choose one of 3 choices of questions, a story, an article or a report, and write in about 200-250 words.

2.8.2 OVERALL PERFORMANCE

Question 3 (i.e. a story of a black object) is straightforward as the keywords are clearly stated in the question. For high performing candidates, they have the opportunity to show their creative writing skills of describing, narrating, and telling the reader how James described his struggle after he took the black object and the challenges in getting rid of it.

Question 4 (i.e. an article on a memorable photograph) is a popular question as photographs are common and youngsters like to take photographs. However, most candidates tend to write using the tone of a story rather than an article.

For Question 5 (i.e. a report on reducing plastic usage in school), many students did not write using the correct tone of a report.

2.8.3 PERFORMANCE OF CANDIDATES ACCORDING TO THE GROUP

High Performance

Part 3 is targeted at B2 level. Therefore, the high proficiency candidates are able to use the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes. They are able to write a well-organised and coherent essay, using a range of simple and complex grammatical forms.

Average Performance

The candidates in this group are only able to produce an extended writing with minor irrelevances and/or omissions. They only use a range of everyday vocabulary with occasional inappropriate use of less common lexis.

2.9 REVIEW OF CANDIDATES' RESPONSES FOR QUESTION 3

Question 3

You are writing a story for an online magazine. The story **must** begin with the following sentence:

James was walking along the beach when he tripped over a strange black object.

In your story, you **must**:

- describe the object James found and how it created chaos in his life
- talk about the challenges he faced when trying to destroy the object

Write your **story**.

Examples of answer by candidates with high achievement

i. **Content**

All content is relevant to the task and well- explained.

Content 1: Starts with the opening sentence provided

*James was walking along the beach when he tripped
over a strange black object. The ~~to~~ strange black object sparkled
brightly showcasing its beauty. James ~~was~~ ~~immediately~~ immediately*

Content 2: Describes the black object James found

*brightly showcasing its beauty. James ~~was~~ ~~immediately~~ immediately
picked up the black object to investigate further. It was
a smooth, black turtle shell. Amazed by its beauty, James
~~immediately~~ rushed home to show it to his wife. Little did James
knew, that turtle shell would bring chaos into his peaceful
life.*

Content 3: How it created chaos in James' life

Upon reaching home, James shared his story of finding the shell to his wife. James's wife was hesitant but agreed to keep it at home. It wasn't long before the shell became the apple of James's eyes. As days went on, James started to notice the shell shaking on its own. He didn't think much of it and brushed it aside, the magical shell had just started to bring chaos in his life.

Day by day, James started to feel weaker and older, noticing wrinkles on his face. He started having shortness of breath, panic attacks and couldn't do his daily chores. Weirdly enough, it was only James who had experienced all these. His wife was still young and healthy, in a fit of rage, James started to accuse his wife of performing dark magic on him. The once happy couple had been fighting non-stop like cats and dogs everyday until his wife had enough and left home. Feeling miserable, James turned to his beloved turtle shell for comfort.

Content 4: The challenges James faced when trying to destroy the object

The robot said that it is a ^{door} teleportation to enter to the ~~to go to~~ another world and he can't get out of this world unless he destroy the object. After heard that, he quickly ran inside the house and tried to destroy the strange object. Unfortunately, he failed and started to gave up and sleep. In his ~~at~~ In his dream, he found^{out} that there's a way to destroy the ~~to~~ object which is he need to put it back to the beach where he found it and burnt it with the robot. After awake, ~~he~~ he tried to do the same thing as in his dream and it's worked. Even he felt sorry for the robot but he^{was} forced to do it for his life.

ii. Communicative Achievement

The candidate produces a text that uses the conventions of storytelling effectively to hold the target reader's attention and communicates with ease fulfilling all communicative purposes. The response fits the format of a story. Ideas are expressed clearly. There is no misunderstanding or blurring of the ideas put forward. The tone, register and format are all correctly used.

Example 1: Uses appropriate tone and genre of a story

James was walking along the beach when he tripped over a strange black object. ^{Feeling curious, he} ~~He~~ then picked it up and saw that it was a necklace with a beautiful black stone as a pendant. At that time, James was known for ~~his~~ his unique fashion sense. He thought that this necklace would be an amazing statement piece to be match with his style. So, he wore the necklace and read back home.

iii. Organisation

The essay is well organised and coherent. A variety of cohesive devices are also used with generally good effect.

Example 1: Uses a variety of cohesive devices with generally good effect.

'Upon reaching home', 'As days went on'..., 'Day by day' ...

Upon reaching home, James shared his story of finding the shell to his wife. ~~James's~~ His wife was hesitant but agreed to keep it at home. It wasn't long before the shell became the apple of James's eyes. As days went on, James started to notice the shell shaking on its own. He didn't think much of it and brushed it aside, the magical shell had just started to bring chaos in his life.

Day by day, James started to feel weaker and older noticing wrinkles on his face. He started having shortness

iv. Language

The candidate uses a range of vocabulary including less common lexis appropriately.

Example 1: A range of good phrases including less common lexis.
'sorrow', 'paranormal activist', 'sorcerer', 'bury'

So he decided to bring the necklace to a ~~paranormal~~ ^{paranormal} ~~activist~~ ^{activist}. The ~~paranormal~~ ^{paranormal} ~~activist~~ ^{activist} explained that this ~~stone~~ ^{curved necklace} was created by a black magic ~~sorcerer~~ ^{sorcerer} ~~sorcerer~~ ^{sorcerer} to bring sorrow to his enemies. It was buried a long time ago till James found it. "The only way to get rid of it is to bury it far, far away from your house" said the ~~paranormal~~ ^{paranormal} ~~activist~~ ^{activist}. Feeling ~~determined~~ ^{determined} ^{to destroy the necklace}, James ~~drove~~ ^{drove} as far as he can from his house. He then ~~drove~~ ^{reached} an abandon wall. He threw the necklace into the wall. As he got home, he was ~~reliefed~~ ^{relieved} to see that there were no signs of the necklace.

Example 2: Uses a range of simple and some complex grammatical forms with control and flexibility.

They grabbed the dice and as it rolls, the charm moved by itself. Sarah read "The floor is hard but it can swallow". Then the floor started to act like quicksand and they started ^{to} shout for help. James quickly grab the playing board. He gave Sarah his hand to grab but it was too late and the ground ate like half of Sarah's body. James eyes were wide. He then said "We need to throw this thing out". When he threw the board in the dustbin at the front of the house, and ran back to his room, the playing board was still there. "That board is really cursed" Sarah said. "Remember the rules, we can not leave this game until it was finished" Sarah said. "Fine, let us do this, if this what the game wants", James could not stand anymore.

Example 3: Occasional errors and slips may be present.

Then, the older James heard something that sent ^{shivers} ~~shakes~~ down his spine. He heard his younger self, planning to steal a vintage ~~to~~ bottle of wine. James felt like he knew what bottle they were talking about. And he did, it was the same bottle of wine he stole as a kid. The reason he stole the bottle was because it could be sold for ^{a lump sum of} money.

Examples of answer by candidates with average achievement

i. Content

In general, average performing candidates do not address all the content points. On some occasions, there are omissions of C1 and C2. Some candidates do not even start with the opening line. Target reader is, on the whole, informed.

Content 1: The candidate has addressed Content 3 (how the object created chaos in James' life) although he did not mention Contents 1 and 2 (the opening liner and the description of the black object).

After that, he left the black object in a ^{drawer} ~~drawer~~ in his room and went to sleep. Then he started to have bad dreams ~~in~~ which made him to wake up. He also started hearing strange noises such as "why did you take my ~~stuff~~ stuff?". James realised it was the black object that he took from the beach.

Content 2: The candidate has addressed Content 4 (the challenges he faced when trying to destroy the object).

Later on, James started to run out of his house and he stayed in his friend house throughout the night. He returned in the morning to get rid of the black object. Unfortunately, it was sticking in the drawer and it couldn't come out after pulled.

ii. Communicative Achievement

Candidate produces a text that communicates straightforward ideas using the conventions of the communicative task appropriately to hold the target reader's attention.

Example 1: Communicates straightforward ideas appropriately.

As he arrived at home, James took a fork to open the black bottle. Then, He tried to open ~~the~~ it but still can't. James gave up and found it not an essential things to feel curious about those old bottle. Then, he throw it at the backyard. Next, James did his daily routine : took a bath, cooked for dinner and fed his cat. He was already forgot about the ~~the~~ black bottle.

iii. Organisation

Text is generally well organised and coherent, using a variety of cohesive devices (including some discourse markers) and some simple connectors throughout the text. Ideas are organised in paragraphs quite effectively.

Example 1: The use of cohesive devices including discourse markers: 'next morning', 'suddenly', 'then', 'while', 'finally'

The next morning, James want to change his cloths. Suddenly, he saw something on his body. His body was changing into tough body. Then he remember that he was tripped over a strange black object ~~yes~~ yesterday while he was walking along the beach.

James ~~walk~~ going to looking for the stranges object the he found yesterday. finally, he found it. ~~its~~ It's at the beach. Then he took the black object and he saw that thing is come from another planet that no one know. The stranges black object is can change James's life. This strange black object is can protect James, while James in danger.

v. **Language**

Candidate uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

Example 1: Uses everyday vocabulary with occasional inappropriate use of less common lexis.

'abondent' (abandoned), 'terrified' (terrified), 'strageling' (strangling)

..... That night after returning home, James opened the
mystery box and found an abondent dream catcher. The
moment he held the dream catcher it started raining cats
and dogs. James was terrified, he quickly kept the
dream catcher back in the box and went to sleep.

..... 3.00am midnight, James couldn't have a peaceful
sleep. He open his eyes something started strageling
his neck. James was shouting so loud until his parents
came to the room. That night, James slept with his parents
in their room.

2.10 REVIEW OF CANDIDATES' RESPONSES FOR QUESTION 4

Question 4

You see this notice on the school's bulletin board.

Articles wanted

A Memorable Photograph

Write an article describing a photograph, explaining when and where it was taken.
Tell us why looking at the photograph brings you back to that special moment.

The best article will be published in our school magazine next month.

Write your **article**.

Examples of answer by candidates with high achievement

i. Content

All content is relevant to the task and well-explained.

Content 1: Describe the memorable photograph.

..... There is a photograph that's ^{hanged} ~~hanging~~ up in my bedroom.....
Everytime I look at it, I feel the urge to call my friends. The.....
photograph is a ^{candid picture} ~~photograph~~ of my friends and I at ^{the} ~~Redang~~.....
Island.

Content 2 and 3: Where and when the photograph was taken.

..... Last year, me and my friend when for a scouts
trip to South Korea, Incheon. It was a ^{the} during a summer breaks
and we felt excited going as a team. When we ~~fr~~ first landed

Content 4: Why looking at the photograph brings back memories.

The photograph brought me back memories whenever I look back at it. As I grow older, the exact memories fade in time, but I still remember the joy I had after queuing for the chocolate-laden waffle for forty minutes. It was all worth it, as the milky texture of the chocolate sauce used for the waffle, combined with the soft and springy waffle, warm to the mouth, made me febrile as I had my first bite. Perhaps, the ^{scrumptiousness} ~~sweetness~~ of that ^{waffle} ~~memory~~ can be attributed to the photograph being memorable in my heart.

ii. Communicative Achievement

Candidate uses the conventions of an article effectively to hold the target reader's attention. Hence, reading can be done with ease.

A Memorable Photograph

Written by : Ahmed Iskandar

Everyone has a memorable photograph. For a highschool graduate, it is his ^{class} ~~class~~ picture as a senior before he sits for a national, life-changing examination. For newlyweds, it is the picture of their marriage, filled with joy, serenity, excitement, and more words that can be used to describe a happily ever-after setting. For parents, it is the ultrasound image of their beloved ^{only} ~~only~~ son, who now studies overseas to ^{pay} ~~return~~ back what his parents had sacrificed all those years. One may say, a picture describes more than a thousand words. As a ^{teenager} ~~person~~, I agree wholeheartedly, as I have a memorable photograph as well, and I would like to ~~share~~ ^{expatiate} all about it in this article.

iii. Organisation

The article is well-structured, organised and coherent. Paragraphing has been used to good effect to help the flow of ideas. Appropriate punctuation used has been helpful.

A photo that brings back good memories, happiness, joy and nostalgia. This is the most memorable photograph that I have. This photograph is taken during the 2023 Franciscan Military Band concert that was held on 6th October 2023. This photograph was taken during the ends end of the concert where everyone was shouting in joy of the success, including the juniors and ex-seniors.

This photograph was taken in a venue called the Grand Hibiscus Ballroom, The Swiss Garden Hotel, Melaka. It was around 10pm when this photo was taken. Furthermore, this photograph is a photograph where I can look back and say, "we've made it".

This is because the concert had a lot of beautiful songs that we played that made it so joyous. Ranging from pop genre till the Disney songs. Everyone, including friends, family and teachers were having fun and ~~to~~ we were happy. I played several instruments

iv. Language

Candidate uses a range of vocabulary, including less common lexis, appropriately. Also, a range of simple and complex grammatical forms with control and flexibility has been used.

Example 1: Uses compound complex structures

From a different perspective, looking back at the photograph reminds me about the ~~at~~ arduous journey ^{we took} ~~it takes~~ to get to Desa Dairy Farm. As Sabah had recently suffered an earthquake at the time, the road became nearly unusable. My mother was reluctant at the time, but my father pursued on, as he wants to experience what it is like to drive a Toyota Hilux on rocky, bumpy landforms. As our voyage continued at the time, I ~~is~~ ^{saw} forests, critters and creatures that I ~~is~~ have only seen in picture books. ^{Indeed} ~~Perhaps~~, the journey was a big part as to why the picture ^{will} ~~was~~ always be memorable in my heart. My parents' sacrifice to make our holiday count

Example 2: Uses less common lexis
'laden with chocolate', 'peeking at me' (personification), 'wreathed'
(personification) 'in morning mist'

A young me, eating a chocolate ~~waffle~~ waffle, laden with chocolate, with a ~~cow~~ Holstein
cow behind a wooden fence ~~looking~~ ^{peeking} at me in the background. I was wearing a
yellow sweater at the time, as ~~it~~ ^{Kundasang} was wreathed ^{morning} in mist, thus making ~~it~~ the

Examples of answer by candidates with average achievement

i. Content

Content is not addressed successfully as there might be minor irrelevances and/or omissions present. Target reader is, on the whole, informed.

Content 1: The idea a photo has been taken is present but the description of the photograph is absent throughout the essay.

I remember I had fidgeted with my camera. My finger only
pressed capture when ~~of~~ the sound of your screaming tore through
the air.

Contents 2 and 3: Where and when the photograph was taken were given.

My late grandmother and I taken this picture
when we were at my hometown to celebrate my late
grandmother birthday.

Content 4: The reason why the photograph brings back memories was given.

In addition, + looking at the photograph, + will brings me back to
that special moment because that is very fun. We all playing
together and we play with teacher.

ii. Communicative Achievement

Candidates of average performance tend to produce a text that does not fully use the conventions of an article as it contains inappropriate tone, style and genre and leans towards a story.

Example: The use of inappropriate tone, style and genre of an article.

I heard it, of course. The camera shuttered, as if trembling in my hands. It was a profoundly beautiful moment; simply looking at the photograph now allows me to hear that sound all over again. It was an incredible memory: the thought of you, helpless, crawling back to me. You weren't aware of it then, but I was to blame... I held you in my arms and comforted you, smoothing out the wrinkles in your uneven skirt. You clutched my hands.

iii. Organisation

Text is generally well-organised and coherent, using a variety of cohesive devices including the punctuation used. Paragraphing has been used to good effect to organise ideas.

Example: The use of cohesive devices

'First of all', 'because', 'and'

Do you ^{know} about photograph? Photograph is a picture that with ~~friends~~ ^{friends} or teacher. Nowadays, a lot of people snap a ~~to~~ photo together that can be a sweet moment.

First of all, a memorable photograph happen ~~last week~~ ^{at my school} ~~at my school~~ last week. This is because last week had a convocation day for form 5 students. Students and their teacher selfie together. ~~My school have a beautiful view that~~

iv. Language

Candidate uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

Example 1: Everyday vocabulary with inappropriate use of less common lexis (i.e. 'accure' instead of 'occur')

Apart from that, a ~~photo gram~~ ~~pho~~ photograph can be taken when an important event ~~accure~~ ~~accure~~ in your ~~life~~ ~~life~~ once in a lifetime. An example to that is your ~~highscoo~~ ~~highschool~~ graduation. When you look back at that picture, you will remember ^{photo} ~~th~~ your highschool days and the friends ~~th~~ you made along the way.

Example 2: A range of simple and some complex grammatical forms with a good degree of control

My memorable photograph is very ^{meaningful} ~~important~~ to me because I can't replace it with another one. My memorable photograph is when I taking ~~pitcture~~ ~~picture~~ with my ~~g~~ late ~~grandma~~ grandmother. I really loved her.

Example 3: Errors do not impede communication

In the school holiday every years, I will go to trave with my family. We also take many photograph when we travelling in others country.

2.11 REVIEW OF CANDIDATES' RESPONSES FOR QUESTION 5

Question 5

Your class recently attended a talk on how to save the environment. Your teacher has asked you to write a report on how students can reduce the use of plastics in your school. In your report, you **must**:

- tell how too much use of plastics has affected the school's surroundings
- suggest what students can do to reduce the use of plastics
- explain how you can involve the local community in your cause

Write your **report**.

Examples of answer by candidates with high achievement

i. Content

All content is relevant to the task and the target reader is fully informed.

Content 1: The details on how too much use of plastics has affected the school's surroundings.

Clogging the drainage system

Excessive usage of plastic has affected the ^{school's} surroundings in a way that plastic can ~~also~~ clog the drainage system. This is because when the students are using plastic on their daily basis, they will be more prone to litter or throw away the plastic anywhere that they want without considering how it will affect the sustainability of the school's environment. As a matter of fact, plastic are ~~not~~ a bio-degradable material, which means that they take longer times to decompose. ~~That~~ Hence,

Content 2: Suggestions on what students can do to reduce the use of plastics.

..... Allow me to recommend some counteractive measures that the school may choose to implement. To start with, we can start by switching the plastic bags used by the canteen workers to some biodegradable ones. This is ^{a vital} ~~an~~ ~~imper~~ step to ensure a more sustainable ^{environment} ~~environ~~ as well as improving the school's reputation. Moving on, the school may also carry out a ^{Go Green} ~~straw~~ ~~up~~ ~~day~~ week to evoke ~~aware~~ awareness and inculcate a sense of responsibility amongst the students.

Content 3: Suggestions on how the candidates can involve the local community in their cause.

..... Delving deeper into my report, I believe we can involve the local community in this cause by promoting this issue with the help of social media. With the advent of science and technology, it should be no surprise that news travel faster online. With this, we can work towards being ^{more} a responsible community overall. This ~~is~~ marks the end of my report.

ii. Communicative Achievement

Candidate uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes. The tone, register and lexis used are appropriate to a report.

Example 1: The use of the conventions of a report effectively

To: MISS ALIHAN

From: Lee Shin Ling

Subject: Ways to ~~s~~: To Save The Environment

Introduction

~~In this fast-paced society~~ In this era of globalization, the increasing ^{of} the usage of plastic has ~~become~~ ^{sparked} a great ~~concern about~~ ~~an~~ controversy worldwide among the people from all walks of lives. ~~As~~ the plastics will lead to various types of pollution like land pollution and ocean pollution. ~~In~~ Besides, this aggravating problem ^{will} bring negative impact to our beloved Mother Nature.

iii. Organisation

Text is generally well-organised and coherent, using a variety of cohesive devices with generally good effect. Ideas are well-paragraphed. Punctuation is used appropriately.

Example: Uses a variety of cohesive devices

'namely', 'This is because', 'In conclusion', 'as'

The local community, namely the canteen operators can help our cause by limiting the ~~stock of ester~~ use of one time use plastics. This is because, by limiting the ~~#~~ stock of those plastics, students will have no other choice but to comply.

In conclusion, everyone must play their part in ~~ear~~ reducing plastic usage, as the small efforts we make can impact the ~~environment~~ environment for the better.

iv. Language

The candidate uses a range of vocabulary, including less common lexis, appropriately and a range of simple and complex grammatical forms with control and flexibility. There are occasional errors.

Example 1: Uses a range of vocabulary, including less common lexis.

'nurture', 'awareness', 'cultivate', 'genuinely', 'globe'

Not only ~~but~~ will this increase the overall awareness, but it will also allow the teachers a chance to truly educate the students about the how to correctly apply the 3R concept (Recuse, Reduce, Recycle) in daily life. ~~It~~ With that being said, we will be able to nurture and cultivate generations of children who genuinely care for the environment. Thus, the future of the globe will be in good hands.

Example 2: Uses a range of simple and complex grammatical forms with control and flexibility

Fortunately, there are ^d few few suggestions the students can do to reduce the ^{use} use of plastics. For starters, students can ~~also~~ switch to using ^{paper} paper bags ~~as~~ as the ~~school~~ can reduce plastic usage slightly. Also, students can write a report to the canteen ~~to~~ to replace the polystyrene ~~for~~ for a bio-degradable one. This is so that when they are buried, they degrade faster.

Examples of answer by candidates with average achievement

i. Content

Minor irrelevances and/or omissions may be present. Target reader is, on the whole, informed.

Content 1: How too much use of plastics has affected the school's surroundings

~~to save our environment.~~ First and foremost the negative effects of a big usage of plastics is the school dwell can be stuck. In a result, water can't go through properly. Besides, the water would be not as good anymore as bacterias would breed through closed sections. ~~without~~ Moreover, the environment of situations like this would bring discomfort to students too.

Content 2: Suggest what students can do to reduce the use of plastics

There is a plethora ways for students can do to reduce the use of plastics. One of them is, they can do a recycle. For example they can use plastic bags as eco-friendly vase. Other than that, students can do a gotong-royong to clean up and eliminate all of plastic bags. Consequently, possible everyone can have a conducive environment and create a harmonious school environment.

Content 3: How candidates can involve the local community in their cause.

We can ^{also} involve a local community in our cause. ~~by doing~~ ~~a few things~~. Firstly, we we can ~~present a speech~~ ~~change~~ offers them a chance to give speech about ~~our~~ environmental issues in front of the student. Secondly, ~~By~~ ~~By~~ By doing so we can change ~~pop~~ ~~peoples~~ people's ideas ~~to~~ from using plastic to why plastics is bad.

iv. Language

Candidate uses basic and everyday vocabulary appropriately and simple grammatical forms with a good degree of control. Errors do not impede communication

Example 1: Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis.

'progression', 'impure', 'irresponsibility'

In this progression era, our environment had been impure with a lot of illegal activities and ~~an~~ ^{irresponsibly} ~~irresponsibly~~ person. It is crucial to keep our environment such as ~~our~~ school's surrounding from polluted.

Plastics is a common things that we use in our daily life. But, there a ~~irresponsibly~~ ^{students} ~~person~~ throwing a plastics in a drain or in a toilet. This affect the school's surrounding because when the drains blocked by the plastics, it may ~~to~~ cause a flash flood in our school.

Example 2: Uses complex and simple grammatical forms with a good degree of control.

In a nutshell, the programme was a success. All students gained a novel experience after venturing ~~in~~ all of activities provided. All parties should not turn a ~~the~~ blind ~~eyes~~ eye and address elephant in the room to prevent world from being plunged into calamity. We hope, we can join a better talk about how to save environment next year.

Example 3: Errors do not impede communication.

Firstly, ^{school's} ~~Firstly~~, the plastics bags can affect the surroundings because of the waste and it ^{can} ~~can~~ makes the surroundings dirty and smelly. This is because the plastic is non-biodegradable and can't be ^{disappear} ~~disapper~~ even after a million years ahead. For example, a grocery shopping bags that people ^{needs} ~~need~~ to pay 20 cents charge to get it. Other than that, the plastic can cause a ~~a~~ disease among the pupils. It is because of the chemical ingredients contained in the plastics bags ~~for~~ like a cancer can attack students if ^{we burn the} ~~the~~ plastic bags are ~~burning~~.

3.0 SUGGESTIONS FOR PART 3

3.1.1 Students

- a) Organise the essay in paragraphs.
- b) Edit the essay after completing it.
- c) Remember to indicate the question number of your answer.
- d) Be more ambitious in terms of using complex grammatical forms and less common lexis
- e) Use the correct conventions of the communicative task effectively to hold target readers' attention.
- f) Inculcate the reading habit to enrich your vocabulary.
- g) Read materials of different themes and genres to widen knowledge.

3.1.2 Teachers

- a) Incorporate different teaching strategies to teach writing especially for low proficiency students.
- b) Teach students to plan before they start to write. Use mind-maps, etc.
- c) Emphasise grammar and spelling. Do sufficient grammar practice.
- d) Expose students to reading materials of different themes and genres.
- e) Encourage creative thinking so that students can process and understand information better.
- f) Use the *Kupasan Mutu Jawapan SPM* as a reference to guide students.

Penghargaan

PENGERUSI:
ENCIK BASRI BIN HASSAN

URUS SETIA:
PUAN HABIDAH@ABIDAH BINTI IBRAHIM
DR. HABIBAH BINTI MAT REJAB
DR. JAIN BIN CHEE
PUAN AIMI MAHFUZAH BINTI MOHD. KAMALLUDEEN
PUAN ZALIHA BINTI MOHAMAD

EDITOR:
ENCIK MOHD FATHI BIN ADNAN
PUAN NORAZAH BINTI BIDI
PUAN NORHATINI BINTI SHAARI
PUAN FAIZAH BINTI SAMAD
ENCIK IZZAT ISMAIL BIN IDRIS
ENCIK MAHADI BIN MAHMOD
PUAN ANGELIN CHIAH YONG LE
PUAN TAN SHAN XI
PUAN ALFIAH BINTI SALIM
ENCIK MOHD NOR FAIZALL BIN AMIR

PANEL PENULIS:
KP & KPB BAHASA MELAYU SPM KERTAS 1
KP & KPB BAHASA MELAYU SPM KERTAS 2
KP & KPB BAHASA INGGERIS SPM KERTAS 2
KP & KPB SAINS SPM KERTAS 2
KP & KPB SEJARAH SPM KERTAS 2
KP & KPB MATEMATIK SPM KERTAS 2
KP & KPB MATEMATIK TAMBAHAN SPM KERTAS 1
KP & KPB MATEMATIK TAMBAHAN SPM KERTAS 2
KP & KPB KIMIA SPM KERTAS 2
KP & KPB BAHASA CINA SPM KERTAS 1
KP & KPB BAHASA CINA SPM KERTAS 2