



KEMENTERIAN PENDIDIKAN MALAYSIA  
Lembaga Peperiksaan

# KUPASAN MUTU JAWAPAN

SIJIL PELAJARAN MALAYSIA  
(SPM)TAHUN 2020

**BAHASA INGGERIS**

**KERTAS 1**

**1119/1**

**1.0 ASSESSMENT INSTRUMENT**

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

**ASSESSMENT DESIGN**

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

Section A : Directed Writing [35 marks]

Section B : Continuous Writing [50 marks]

## 2.0 SECTION A: DIRECTED WRITING

### 2.1 QUESTION

Your Principal is thinking of allowing students to bring handphones to school. A survey was carried out to find out students' opinions on this matter.

Using these notes from the survey, write a **report** to the Principal.

<b>Details of survey:</b> <ul style="list-style-type: none"><li>• 200 students</li><li>• in October</li></ul>					
<b>Findings:</b>					
<table border="1"><tr><td><b>Agree</b> 90 students</td></tr><tr><td>Reasons:<ul style="list-style-type: none"><li>• for emergencies</li><li>• help with studies</li><li>• videos – school projects</li><li>• [give <b>one</b> more reason]</li></ul></td></tr></table>	<b>Agree</b> 90 students	Reasons: <ul style="list-style-type: none"><li>• for emergencies</li><li>• help with studies</li><li>• videos – school projects</li><li>• [give <b>one</b> more reason]</li></ul>	<table border="1"><tr><td><b>Disagree</b> 110 students</td></tr><tr><td>Reasons:<ul style="list-style-type: none"><li>• possible damage</li><li>• wasting time</li><li>• [give <b>two</b> more reasons]</li></ul></td></tr></table>	<b>Disagree</b> 110 students	Reasons: <ul style="list-style-type: none"><li>• possible damage</li><li>• wasting time</li><li>• [give <b>two</b> more reasons]</li></ul>
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<b>Disagree</b> 110 students					
Reasons: <ul style="list-style-type: none"><li>• possible damage</li><li>• wasting time</li><li>• [give <b>two</b> more reasons]</li></ul>					

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

- use the appropriate format (write to the Principal, provide a title and give your name as the writer)
- use and develop **all** the information given
- give your **own ideas** when needed

## 2.2 PERFORMANCE OF CANDIDATES

### 2.2.1 Overall Performance

Candidates were required to write a response to a task in clear and accurate Standard English, using a style and tone appropriate to the task. For SPM 2020, the task required the candidates to write **a report to the school principal on a survey done to find out students' opinions on the issue of allowing students to bring handphones to school.** Based on the rubric, the candidates were expected to use the points provided to write a report giving the details of the survey and the reasons given by the students who agreed and disagreed on this matter **Candidates were also required to give one additional reason for agreeing and two of their own reasons for disagreeing. They are also required to develop all the information given.** The total score for this section is 35 marks: 3 for Format, 12 for Content and 20 for Language.

### 2.2.2 Performance of Candidates Arcoding to Their Groups

#### High Achievement Group

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

#### Average Achievement Group

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

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

## 2.3 Review of Candidates Responses

### Format

Candidate is able to provide a proper format for a report.

F1 - address to the Principal

F2 - a suitable title

F3 - name of the writer

Examples of appropriate address to the principal (F1) are given below.

Example 1:

To : Mr. Mandeon Singh a/l Kartar Singh,  
Principal's Office,  
St. John's Institution,  
~~50250~~ Jalan Bukit Nanas,  
50250 Kuala Lumpur.

Example 2:

To : The Principal of St. David's High School, Melaka

Examples of suitable title (F2) are given below:

Example 1:

Title : Survey of students' opinion on bringing handphones to school.

Title : Findings of survey on bringing handphones to school

Examples of name of the writer (F3) are given below:

Example 1

Prepared by,  
~~Max Koo~~  
(Max Koo)

Example 2

Reported by:  
Chuah Jia Ning

## Content Points

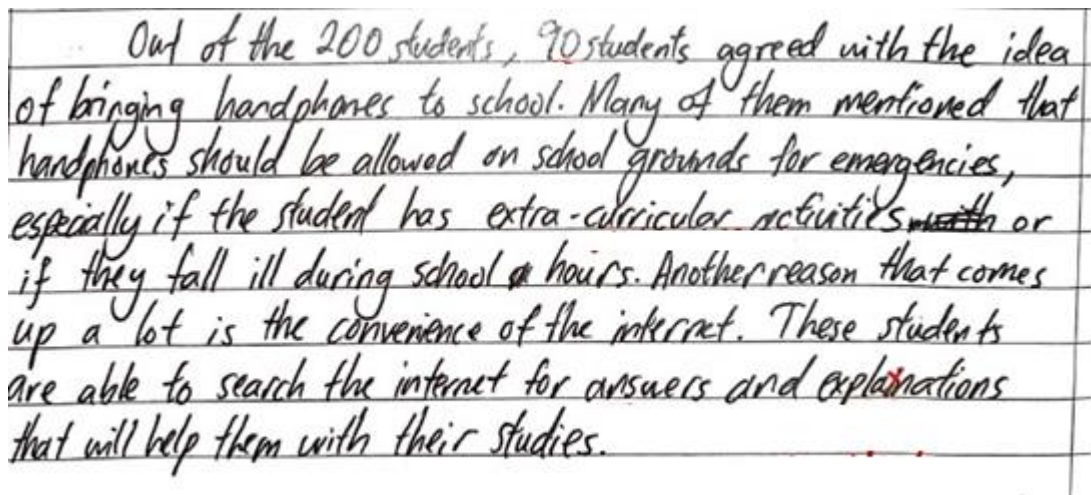
All the content points are stated in the rubric and candidates are given clear instructions to use and develop all the points given to them. Candidates must use all the content points given in their writing. The content points are:

- C1 - 200 students
- C2 - in October
- C3 - 90 students
- C4 - for emergencies
- C5 - help with studies
- C6 - videos – school projects
- C7 - give own reason for agreeing]
- C8 - 110 students
- C9 - possible damage
- C10 - wasting time
- C11 - [give own reason for disagreeing]
- C12 - [give own reason for disagreeing]

The following are examples of answer based on the reviews marking criteria and candidates group.

### i. Accuracy

#### Examples of answer by candidates with high achievement



Out of the 200 students, 90 students agreed with the idea of bringing handphones to school. Many of them mentioned that handphones should be allowed on school grounds for emergencies, especially if the student has extra-curricular activities ~~with~~ or if they fall ill during school hours. Another reason that comes up a lot is the convenience of the internet. These students are able to search the internet for answers and explanations that will help them with their studies.

The candidate is able to produce a piece of writing that is almost entirely accurate. A spelling error – probably a slip, is made. As a result, the meaning is brought across clearly and effectively and the reader has no difficulty understanding the report.

The matter of bringing handphones to school is one that has been brought up numerous times in the past. In response to this, a survey was carried out throughout the month of October 2020 among 200 students who wanted to voice their opinion on the matter.

Among the 200 students, it ~~was~~<sup>is</sup> found that 90 students agree that students should be allowed to bring handphones to school. One of the top reasons ~~is~~<sup>is</sup> because handphones ~~would~~<sup>are</sup> be of great use for emergencies that occur while students are in the school. If students forget to bring anything such as their homework or their lunch, they ~~would be~~<sup>are</sup> able to easily inform their parents about it so they can make arrangements to drop it at the school's guardhouse.

Another example of an excellent piece of writing.

#### Examples of Answer by candidate with average achievement

Meanwhile there are 100 students who disagreed about bringing handphones to school. This is because possible damage could happen anytime. For example, the student may drop their handphone accidentally and it might break. Next, bringing handphones to school is also a waste of time because time is money. On their free times, the students might use their handphones and go through social medias instead of studying. They also might be having their heads ~~on~~<sup>in</sup> the clouds. Last but not least, the students ~~will~~<sup>are</sup> also not focus in class while the ~~the~~ teacher is teaching because teenagers get distracted easily by their handphones even without any purposes.

Although there is an attempt, the candidate struggles to communicate meaning in his writing. Errors made by the candidate reflect a lack of understanding in some grammar items. The common errors made by the candidates are shown in the examples.

First of all based on the 90 students who agreed, most of them wrote that handphones would make a process easier if any emergency occurs. For instance, if they accidentally left their school supplies, it would be easier for them to ring their parents for help. Next it would be a ~~useful~~ usefull tool to help with studies. From the survey that they mentioned that bringing a dictionary to school is not ~~convient~~ convinient as it is very heavy. By having handphones in school it would make studying more easier and <sup>less</sup> time consuming.

Another example of an average piece of writing

## ii. Sentence Structure

### Examples Of Answer By Candidates With High Achievement

Out of 200 students, ~~to~~ 110 students have disagreed and they opt ~~for~~ <sup>to</sup> not bringing handphones to school. Mainly because their phones have a ~~chance~~ chance of getting damaged, for some students act carelessly and drop their phones. Handphones could also get scratched easily. Moving on, students reasoned

Sentence structure is **varied and sophisticated**. This shows that the candidate is able to use a variety of sentence types to achieve an intended effect.

With all that said, there are 110 out of the 200 students who disagree with the ~~g~~ bringing of handphores to school. One point that comes up the most is the possible damage that can be caused to these expensive items. Many fear that by bringing phones to school, their phones will get damaged more easily, ~~in~~ ~~worst-case-scenario~~ worst-case-scenario, even stolen or getting lost. Some have also expressed the belief that handphones waste time by taking your attention off of studying.

Another example of a good handling of complex structures.



## Examples Of Answer By Candidates With Average Achievement

Students would also not be able to focus in class. Their ~~us~~ eyes might be on the whiteboard but their thumbs are texting. Bringing handphomes to school would also lead to jealousy for those students who does not own one. They might ~~enap~~ forcing their parents to ~~by~~ buy one for them and not every parents can afford ~~set~~ such expensive handphomes.

Candidate is unable to use sophisticated structures but is able to write simple sentence correctly.

First of all based on the 90 students who agreed, most of them wrote that handphomes would make a process easier if any emergency occurs. For instance, if they accidentally left their school supplies, it would be easier for them to ring their parents for help. Next it would be a ~~usefo~~ usefull tool to help with studies.

An example of awkward sentences structures is shown above.

### iii. Vocabulary

#### Examples of answer by candidates with high achievement

Out of the 200 students, 90 students agreed with the idea of bringing handphomes to school. Many of them mentioned that handphomes should be allowed on school grounds for emergencies, especially if the student has extra-curricular activities ~~with~~ or if they fall ill during school hours. Another reason that comes up a lot is the convenience of the internet. These students

Additionally, some students have said that handphones allow for an extra creative medium for them to express their ideas during school ~~proj~~ projects. An ~~eg~~ example of this is the use of ~~ideas~~ to enhance their presentations the phone camera to record videos that enhance their presentations. In

Vocabulary is wide and used with precision. The phrases and words, "sample size", "school grounds", "creative medium", "enhance", "presentations", "extra-curricular", "mentioned" and "convenience", are used accurately and convey the precise meaning that is required.

#### Examples of answer by candidates with average achievement

a benefit thing to use in schools to help with our studies. we could go through the internet to help sort some questions that we do not know or understand.

in a book. This is because these days teenagers are expert in doing such creative things in their handphones.

Vocabulary is imprecise or inappropriate at times. For example, candidate uses the word 'benefit' instead of 'beneficial'; and 'go through' instead of 'use'.

#### iv. Organisation

##### An Examples Of Answer By A Candidate With High Achievement

Sir,

My name is Max Koo from the class of 5J and I am writing to report about a survey done in October about students' opinions on bringing handphones to ~~about~~ school. The survey was carried out with a sample size of 200 students from St. John's Institution. The following are the details of said report.

Out of the 200 students, 90 students agreed with the idea of bringing handphones to school. Many of them mentioned that handphones should be allowed on school grounds for emergencies, especially if the student has extra-curricular activities ~~with~~ or if they fall ill during school hours. Another reason that comes up a lot is the convenience of the internet. These students are able to search the internet for answers and explanations that will help them with their studies.

Paragraphs are well-planned and aid in the **smooth flow of ideas**. Linkers are used to link ideas from the preceding paragraphs. The ideas flow smoothly and the reader is able to follow the ideas expressed easily.

## An Examples Of Answer By A Candidate With Average Achievement

here are some reasons ~~on~~ why from both disagree and disagree side.

First of all based on the 90 students who agreed, most of them wrote that handphones would make a process easier ~~it~~ ~~any~~

in a faster way. It can also help save papers since all the notes are stored digitally.

While some students agreed, some did not like the idea of handphones in school. It was found that about 110 students out of 200 students disagreed on allowing handphones to school. This is because possible

Paragraphs are used to show **planning and unity**. Average candidates are also able to plan their writing

### v. Punctuation

#### Examples of answer by candidates with high achievement

With all that said, there are 110 out of the 200 students who disagree with the bringing of handphores to school. One point that comes up the most is the possible damage that can be caused to these expensive items.

As a continuation, these students fear that handphores will cause them to lose focus in class because of the multitude of entertainment capabilities of the handphore, such as games, social media or even pornographic websites. These students

Punctuation is **accurate** and helpful to the reader. The full-stop and comma are used accurately, thus making the meaning clear to the reader.

### Examples Of Answer By Candidates With Average Achievement

Other than that, since some of the teachers started to give work through social medias or most probably in Google Classroom, it will be more easier for students to bring their handphomes as source of revision instead printing out those handcut. After all, not everyone has a printer at home. Moreover, in this 21st century most of the students are assigned to make a school projects by making a video. By bringing handphomes the work could be done faster

Punctuation is generally correct but **does not clarify meaning.**

#### vi. Spelling

### Examples Of Answer By A Candidates With High Achievement

this age of technological advancement, these students have also found ~~that~~ handphomes quite ~~useful~~ useful for taking notes. Nowadays, there ~~are~~ are many note taking applications software applications that help organise one's notes so that they can ~~be~~ be easily reviewed at a later date.

As a continuation, ~~these~~ students fear that handphomes will cause them to lose focus in class because of the multitude of entertainment capabilities of the handphone, such as games, social media or even pornographic websites. These students

bringing handphomes to school, as evidenced by the ~~is~~ data in the survey. Having said that, the world is now progressing to a stage of newfound technological advancements and ~~globalisation~~ globalisation. Ultimately, the final decision rests in your hands

Spelling is accurate across the full range of vocabulary used, especially with difficult or tricky words such as, "technological advancement", "nowadays", "software applications" and "capabilities". Slips do occur when candidate spells certain words wrongly, for example- continuation.

## Examples Of Answer By Candidates With Average Achievement

emergency occurs. For istants, if they accidently left their school supplies, it would be easier for them to ring their parents for help. Next it would be a ~~usefo~~ usefull tool to help with studies. From the survey that they mentioned that bringing

Candidate shows difficulty in spelling certain words; "istants"- "instance", "usefull"- "useful".

### vii. Style and Tone

## Examples Of Answer By Candidates With High Achievement

### Example 1:

My name is Max Koo from the class of 5J and I am writing to report about a survey done in October about students' opinions on bringing handphores to ~~school~~ school. The survey

### Example 2:

With all that said, there are 110 out of the 200 students who disagree with the bringing of handphores to school.

### Example 3:

Another reason that comes up a lot is the convenience of the internet.

The style and tone is appropriate. It engages the reader, the school principal. The language used is formal and respectful.

High achievements candidates display mastery in writing, thus producing entirely accurate responses. A **wide variety of sentence structures and lengths** are used, showing superior control of word choice with a clear, concise style. The style and tone is appropriate with compelling, persuasive examples and reasons, leading the reader to strongly believe that this could be a real report to the principal.

## Examples Of Answer By Candidates With Average Achievement

### Example 1:

. This scenario could happen when there is no teacher in class because instead of studying they will end up going through Tik Tok and Instagram.

### Example 2:

class. Their ~~us~~ eyes might be on the whiteboard but their thumbs are texting. Bringing handphones to school would

Candidates with average achievement are not able to write a report using an appropriate style and tone. Sometimes the style and tone is hidden by the density of errors.

The second example does not convince that it could be a genuine report meant for the intended reader the principal.

## **2.4 RECOMMENDATIONS FOR STUDENTS**

- a. Read the instructions/rubric carefully before answering the question – be sure of the format and the task. Underline the key words or task so that you do not forget to complete the task as you write the essay.
- b. Use all the content points given in the rubric. Tick the content points you have used to ensure that all the content points are used in your writing.
- c. Use appropriate tone: Identify the audience so that you know whether you need to be formal or informal in your approach.
- d. Use varied structures and precise vocabulary. For candidates with average achievement, do not write long sentences because the tendency to make mistakes is higher.
- e. Improve spelling – check words in the dictionary.
- f. Do not take punctuation lightly. Punctuation errors can be serious errors.
- g. Read widely to improve general knowledge and vocabulary.

## **2.5 RECOMMENDATIONS FOR TEACHERS**

- a. Teach students to understand the task of the question and identify the main content points.
- b. Give practice on writing in different formats/layout like letter, report and article.
- c. Remind the students to allocate the last 5 to 10 minutes for checking.
- d. Teach students to use Standard English.
- e. Remind the students to use all the content points given in the rubric.
- f. Devote more time on grammar so that the students will be able to write grammatically correct sentences.
- g. Train students to write a variety of sentence structures. Teach them how to use the different types of structures appropriate to the tone required in the task.
- h. Encourage reading.



### 3.0 SECTION B: CONTINUOUS WRITING

#### 3.1 Question

[50 marks]

[Time suggested : One hour]

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

- 1 "I think it is much better to grow up in a village than in a city."  
– Murad, 17 years old.  
Why do you think Murad said this? What is your opinion?
- 2 Write about how a teacher discovered and developed a student's hidden talent.  
Explain the impact this had on the student's life.
- 3 Lots of teenagers nowadays want to be professional sports people.  
What do you think are the advantages and disadvantages of a career in sports?
- 4 Write a story about a girl who successfully completed a challenging activity.  
Begin your story with:  
"Kavita waited nervously for her turn, took a deep breath and ..."
- 5 Write about the benefits of living in a multi-cultural community and describe what you have learnt from other cultures.

## **3.2 PERFORMANCE OF CANDIDATES**

### **3.2.1 Overall Performance**

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

Overall, candidates did not fare well in this section. The majority scored below the median while a minority belonged to the top range, that is the A band. This shows the weakness of the candidates in the writing skills. Some candidates did not even attempt this section. There was a marked decrease in the number of candidates with memorised or prepared responses.

### **3.2.2 Performance Of Candidates According To Their Group**

#### **High Achievement Group**

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

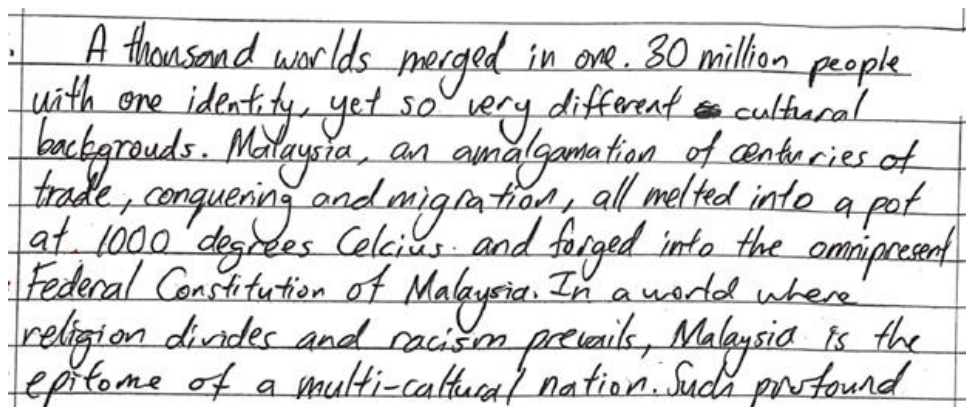
#### **Average Achievement Group**

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

### 3.3 Reviews Of Candidates Responses

#### ii. Accuracy

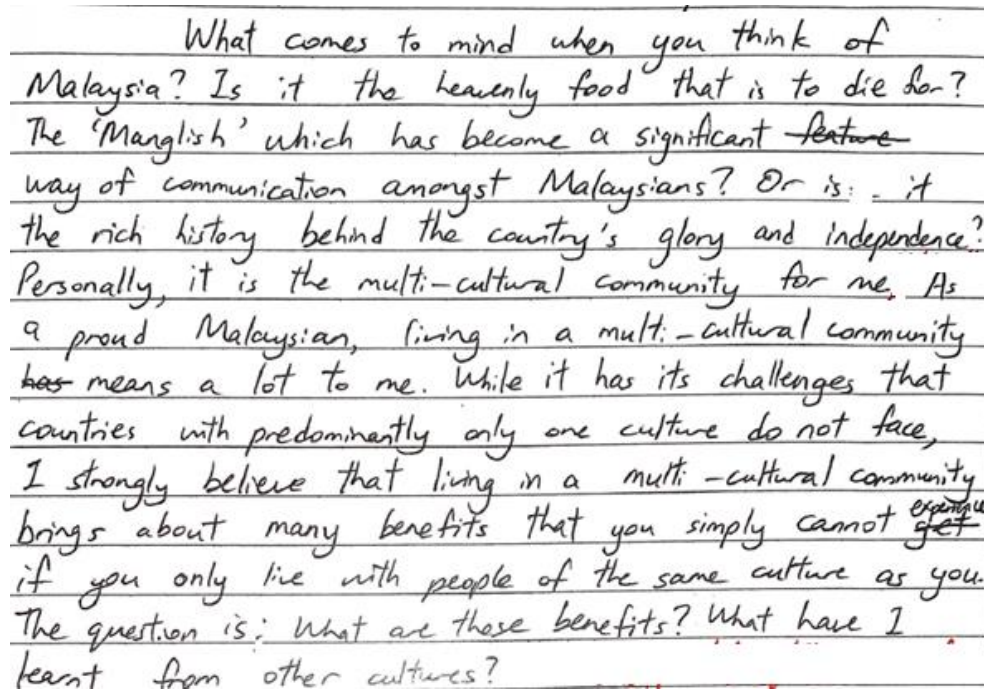
#### Examples Of Answer By Candidates With High Achievement



A thousand worlds merged in one. 30 million people with one identity, yet so very different ~~so~~ cultural backgrounds. Malaysia, an amalgamation of centuries of trade, conquering and migration, all melted into a pot at 1000 degrees Celcius and forged into the omnipresent Federal Constitution of Malaysia. In a world where religion divides and racism prevails, Malaysia is the epitome of a multi-cultural nation. Such profound

The candidate uses elipsis such as '30 million people with one identity, yet so very different cultural backgrounds.'

Precise vocabulary and phrases are being used here such as 'amalgamation of centuries of trade', 'forged into the omnipresent.' and '...epitome of a multi-cultural nation'.



What comes to mind when you think of Malaysia? Is it the heavenly food that is to die for? The 'Manglish' which has become a significant feature way of communication amongst Malaysians? Or is it the rich history behind the country's glory and independence? Personally, it is the multi-cultural community for me. As a proud Malaysian, living in a multi-cultural community ~~has~~ means a lot to me. While it has its challenges that countries with predominantly only one culture do not face, I strongly believe that living in a multi-cultural community brings about many benefits that you simply cannot <sup>experience</sup> get if you only live with people of the same culture as you. The question is: What are those benefits? What have I learnt from other cultures?

Here is an evidence that the candidate uses long complex sentence such as 'I strongly believe that living in a multi-cultural .... the same culture as you' to show good control over couple of ideas.

Candidates with high achievement are able to use the English language with flair and competence. They have the ability to use **precise vocabulary and phrases** to show intended meaning. Two examples of good candidates' work are given in the excerpts below.

## Examples Of Answer By Candidates With Average Achievement

concr~~it~~ ~~building~~ building to clear our mind. I am honestly jealous with those who grew up in the ~~village~~<sup>village</sup> as I ~~believe~~ believe each everyone of them knows how to play congkak

The candidate should have used present perfect tense instead of simple past.

'I am honestly jealous with those who **grew up** in the village...' It should have been written as 'I am honestly jealous of those who **have grown up** in the village ...'

But I ~~truly~~ truly believe that there are some villages teenagers who are jealous and wanting a life in the city and that would be the opposite of my dream.

The candidate should have used simple present instead of its continuous form. 'I truly believe that there are some village teenagers who are jealous and **wanting** a life in the city...' It should be written, '...some village teenagers who are jealous and **want** a life ...'

village are ~~lesser~~ less compared to the cars in the hectic city. I always dreamt of living in the ~~village~~ village and gang to ~~schol~~ school by ~~cycl~~<sup>cycling</sup> ~~bicycle~~ as it would

The candidate should have used past participle instead of simple past. The auxiliary word '**had**' is missing.

'I always dreamt of living in the village ...' It should have been written as 'I **had** always dreamt of living in the village ...'

concr~~it~~ ~~building~~ building to clear our mind. I am honestly jealous with those who grew up in the ~~village~~<sup>village</sup> as I ~~believe~~ believe each everyone of them knows how to play congkak unlike me. But I ~~truly~~ truly believe that there are some villages teenagers who are jealous and wanting a life in the city and that would be the opposite of my dream. Either way growing

'...as I believe each **and** everyone of them knows how to play congkak unlike me. The word '**and**' is mistakenly omitted.

up in ~~any~~ both city and village has their own pros and cons. Although I wish to ~~to~~ live and grow up in a village, but I am grateful for what I have now.

“...up both **the** city and **the** village as I ...”  
The article **the** is mistakenly omitted.

things to worry. For instant, I would always ~~to worry if~~ <sup>be worried</sup> need ~~to worry~~ if I would miss the LRT and worrying if I could <sup>manage to</sup> arrive on time at school. I could imagine if

when growing into adulthood ~~was~~ worrying too much. From my point of ~~view~~ view, looking through my grandparents' life which they spent all their life growing <sup>up</sup> in the village, makes me wonder how they could worry less about certain things. Maybe because of the calming environment there?

Candidate struggles to communicate meaning in her writing such as in the example above.

Furthermore a proverb Japanese one said ~~“serve your neighbours”~~ “Serve your neighbours like how you would been served”. From this proverb I would like to link it with how ~~the~~ people me wonder how they could worry less about certain things. Maybe because of the calming environment there?

In the examples above candidates fails to spell the words “neighbours” and “environment”.

concret ~~building~~ building to clear our mind. I am honestly jealous with those who grew up in the <sup>village</sup> ~~village~~ as I believe

Candidate uses the wrong prepositions.  
‘I am jealous **with** those who grew up in the village as I believe ...’ It should be ‘...jealous **of** those who...’

From this proverb I would like to link it with how ~~the~~ people from the village would treat their neighbours and how close they are ~~to~~ between ~~neighbour~~ neighboursh. <sup>since many of them grew up knowing each other</sup> Unlike in the city

'...I would like to link it with how people from the village would treat their neighbours and how close they are **between** neighbours. It should be. '...how close they are **to** neighbours.'

Have you ever feel like having tea, relaxing in a fresh air in front of a green paddy field? I know I do!

The excerpt above shows the wrong use of article.

'Have you ever feel like having tea, relaxing in **a** fresh air ...' It should be, 'Have you ever feel like having tea, relaxing in **the** fresh air

In the village we do not have to wear a face mask to prevent ourself from smokes because the amount of car in

Candidate struggles with word choice. For example, "smokes" is used instead of "fumes"; "amount" instead of "number".

sometimes I would wish that life in the city ~~would be~~ can be as harmony as life in the village can be. It is

The candidate should have used the adjective "harmonious" instead of the noun "harmony".

king that chants "Hakunamatata" which means no worries. growing <sup>up</sup> in a village we do not have to worry much.

The candidate should have used the adverb "too" instead of the preposition "to"

things to worry. For Instant, I would always ~~to worry if~~ <sup>be worried</sup> need ~~to worry~~ if I would miss the LRT and worrying if I could <sup>manage to</sup> arrive on time at school.

Candidate uses the noun 'instant' instead of the adjective "instance".

most of them are busy with their working life and I dare to say this, that there are some ~~people~~ people who does not even know who their ~~are~~ neighbours are.

Error in Subject-Verb Agreement  
Candidate uses 'does' instead of "do"

growing up in a village we do not have to worry much.  
Even I as ~~ateenag~~ as teenager, living in the city ~~has~~ <sup>have</sup> much things to worry. For Instant, I would always ~~to worry if~~

Incorrect quantifier.  
Candidate uses "much" instead of "many".

The candidate's lack of proficiency in the language is reflected in the various kinds of errors made. The common errors made by the candidate include: **tenses, subject-verb agreement, contractions, word choice and, word omission** as shown in the examples.

## ii Sentence Structure

### Examples Of Answer By Candidates With High Achievement

Insecurities are a normal things. ~~Many~~ Most people, in fact all of people have ~~everybody~~ has them. They make us lose confidence in ourselves, our skills, our personalities and makes us ~~to~~ live in a state of constant worrying. If handled correctly these insecurities would just get smaller and smaller and one day disappear.

Sentence structure is **varied** and **sophisticated** showing the candidate's proficiency in the language and the ability to use sentence length and type to achieve an intended effect. The above example shows the candidate's marked ability to use various simple and sophisticated sentence structures to make his writing effective. There is a good range of well-structured sentences including **complex sentences**.

Another example of sophisticated sentence structure is as follow:

that we are together; we are one. ~~A~~ People who live in a multi-cultural community are much stronger in unity because they are required to talk things out with each other, come to a mutual agreement, tolerate and respect each other's <sup>practices</sup> before unity is formed. ~~One simply come,~~ <sup>On the other hand,</sup> living

The above are two examples of excerpts with good and varied sentence structures.

### Examples Of Answer By Candidates With Average Achievement

From this proverb I would like to link it with how ~~the~~ people from the village would treat their neighbours and how close they are ~~to~~ between ~~neighbour~~ neighboursh. <sup>since many of them grew up knowing each other</sup> Unlike in the city

Candidate uses complex sentence.

"From this proverb I would like to link it with how people from the village would treat their neighbours and how close they are between neighbours".



can be as harmony as life in the village can be. It is sad to see that ~~sometimes~~ loads of kids these day in the city does not experience the same childhood as village kids would, where it would be a healthier <sup>way</sup> effect in growing rather than looking at handphoned all day long.

Another example of complex sentence

"It is sad to see that loads of kids these day in the city does not experience the same childhood as village kids would, where it would be a healthier way in growing rather than looking at handphoned all day long"

Example of a short sentence, "I know I do!" is shown below

fresh air in front of a green paddy field? I know I do!  
But ~~te living~~ <sup>growing up</sup> in the city makes it harder to experience

The language is sufficiently accurate to communicate meaning clearly to the reader. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There is also some variety of sentence type and length but the purpose is not clearly seen.

### iii. Vocabulary

#### Examples Of Answer By Candidates With High Achievement

one of  
Firstly, the most significant benefits <sup>of</sup> living in a multi-cultural community is the fact that everyone is exposed to different cultures and beliefs. Sadly, we live in a very individualistic society that prioritises one thing – 'me'. Almost everything is about personal gain, my

Here the candidate shows good use of vocabulary such as “individualistic society that prioritises”, “significant benefits” and “cultures and beliefs”.

As a ~~Malaysians~~ Malaysians, we learn to be kind to each other and to help one another during bouts of ~~trouble~~ trouble. One great thing I ~~have learnt from~~ learnt from other cultures is charity. Humans have a great capacity to love not only oneself but also others. The charitable nature of Malaysians goes to show how much we care about one another, ~~whether~~ whether ~~rich or poor~~ affluent or not, Malaysians love to help. Such an attitude is ~~very~~

Another example is shown in the above excerpt such as “bouts of trouble”, “charity”, “charitable” and “affluent”.

Thus, the above excerpts proved that vocabulary is wide, sophisticated and used with precision. These writings have a number of merit ticks on good usage of precise vocabulary. Apart from the sophisticated nature of the sentence structures, these writings are also rich with precise adjectives and vocabulary.

## Examples Of Answer By Candidates With Average Achievement

In my opinion  
growing up in a village ~~we~~<sup>people</sup> are fortunate to breath cleaner air in the morning instead of polluting ~~our~~<sup>their</sup> lungs by the ~~vehicel~~ cars engine all day long. I believe that in the village we do not have to wear a face mask to prevent ourself from smokes because the amount of car in village are ~~tesser~~ less compared to the cars in the hectic city. I always dreamt of living in the ~~vitty~~ Village and going to ~~schol~~ school by ~~cycl~~<sup>cycling</sup> ~~bicycte~~ as it would be ~~greatt~~ great to breathe in a non-polluted air instead of ~~triding~~ going by car which ~~always~~ always gives me the chills from the air conditioner.

Other than that, a famous tagline from the movie, Lion King that chants "Hakunamatata" which means no worries. growing <sup>up</sup> in a village we do not have to worry much. Even I as ~~ateenag~~ as teenager, living in the city ~~that~~<sup>have</sup> much things to worry. For instant, I would always ~~to worry if~~ need ~~to worry~~<sup>be worried</sup> if I would miss the LRT and worrying if I could ~~harrive~~<sup>manage to</sup> on time at school. I could imagine ~~if~~ when growing into adulthood ~~was~~ worrying to much. From my point of ~~view~~ view, looking through <sup>up</sup> my grandparents' life which they spent all their life growing <sup>in</sup> the village, makes me wonder how they could worry less about certain things. Maybe because of the calming enviroment there?

Vocabulary is wide, sophisticated and used in precision. The candidate employs words expressions such as "fortunate", "hectic", "non-polluted", "dreamt", "tagline", "chants", "calming growing into adulthood", "my point of view", "looking through and worry less to paint a vivid description of the place" and "feelings".

Vocabulary is usually adequate to show intended meaning but it is not developed to show precision. Simple words are spelt correctly but more spelling errors occur.

#### iv. Punctuation

##### Examples Of Answer By Candidates With High Achievement

###### Example 1

What comes to mind when you think of Malaysia? Is it the heavenly food that is to die for? The 'Manglish' which has become a significant ~~feature~~ way of communication amongst Malaysians? Or is it

###### Example 2

and improving memory. Nelson Mandela said "it best in his quote regarding language, "If you speak to a man in a language he understands, that goes to his head. If you speak to him in his own language, that goes to his heart".

The punctuations for the quotation are correctly used as shown in the above sample.

Punctuation is accurate and helpful to the reader. In the above examples, punctuations for the quotation are correctly used too. The candidate also uses a range of punctuation marks (question mark, quotation mark, apostrophe, comma, omission and full-stop) and this helps in the reading as well as the meaning of the writing.

## Examples Of Answer By Candidates With Average Achievement

Other than that, a famous tagline from the movie, Lion King that chants "Hakunamatata" which means no worries. growing <sup>up</sup> in a village we do not have to worry much. Even I as ~~ateenag~~ as teenager, living in the city ~~that~~ <sup>have</sup> much things to worry. For instant, I would always ~~to worry if~~ need ~~to worry~~ <sup>be worried</sup> if I would miss the LRT and worrying if I could ~~havrive~~ <sup>manage to</sup> on time at school. I could imagine ~~if~~ when growing into adulthood ~~was~~ worrying ~~to~~ much. From my point of ~~view~~ view, looking through <sup>up</sup> my grandparents' life which they spent all their life growing <sup>up</sup> in the villages. makes me wonder how they could worry less about certain things. Maybe because of the calming enviroment there?

**Punctuation** is generally correct but does not clarify meaning. Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. The sample above shows errors in using commas resulting in "run-on" sentences.

v. Spelling

Examples Of Answer By Candidates With High Achievement

viewpoints. It opens your eyes to a ~~whole~~ whole new world ~~of~~ of thinking, mindset and most of all knowledge. The abundant amount of knowledge ~~available~~ of different cultures that are accessible piques the curiosity that is the driving force for me. The ability to learn about the ways of ~~the~~

**Spelling** is accurate across the full range of vocabulary used. Here, the candidate handles words like “accessible” and “piques” accurately.

and festivities. I believe one of the main goals in life is to broaden ~~your~~ <sup>one's</sup> ~~horizon~~ horizons and increase one's knowledge on various topics. That is why living in a multi-cultural community is the ~~ideal~~ <sup>a catalyst</sup> situation for that. People

The above shows other use of good spelling such as “horizons”, “catalyst” and “broaden”.

Examples Of Answer By Candidates With Average Achievement

Have you ever feel like having tea, relaxing in a fresh air in front of a green paddy field? I know I do! But ~~te~~ <sup>growing up</sup> ~~living~~ in the city makes it harder to experience any of that. I did not experience any traditional games growing up in the ~~city~~ <sup>city</sup> as many ~~of~~ <sup>of us</sup> ~~them~~ growing up by having an Iphone on ~~their~~ <sup>our</sup> hands. Therefore, I strongly ~~aggr~~ <sup>to better</sup> agree with Murad's thoughts. that growing up in the village h

in my opinion  
growing up in a village ~~we~~ <sup>people</sup> are fortunate to breath cleaner air in the morning instead of polluting ~~our~~ <sup>their</sup> lungs by the ~~vehicel~~ cars engine all day long. I believe that in the village we do not have to wear a face mask to

Other than that, a famous tagline from the movie, Lion King that chants "Hakunamatata" which means no worries. growing <sup>up</sup> in a village we do not have to worry much. Even I as ~~ateenager~~ as teenager, living in the city ~~has~~ <sup>have</sup> much things to worry. For Instant, I would always ~~to worry~~ <sup>if</sup> need ~~to worry~~ <sup>be worried</sup> if I would miss the LRT and worrying if I could ~~havrive~~ <sup>manage to</sup> on time at school. I could imagine ~~if~~ when growing into adulthood ~~was~~ worrying to much. From my point of ~~view~~ view, looking through my grandparents' life which they spent all their life growing <sup>up</sup> in the village, makes me wonder how they could worry less about certain things. Maybe because of the calming environment there?

Spelling is almost accurate especially in the low-frequency words such as "paddy", "thoughts", "fortunate", "polluting", "fortunate", "tagline", "worrying", "adulthood", "calming" and "certain".

Simple words may be spelt correctly but errors may occur when more sophisticated words are used such as, "tradisional- traditional", "grandparents'-grandparents", "enviroment-environment".

vi. Subject Matter

Examples Of Answer By Candidates With High Achievement

*one of*  
Firstly, the most significant benefits ~~from~~ <sup>of</sup> living in a multi-cultural community is the fact that everyone is exposed to different cultures and beliefs. Sadly, we

In the following example, the candidate is able to provide a lively introduction. The reader's interest is immediately aroused to read more about the importance of open house.

Living in a multi-cultural community, I have learnt much from other cultures. As an Indian, ~~my interaction~~ living in Peninsular Malaysia, my time spent interacting with my Malay and Chinese friends have been nothing short of ~~amazing~~ <sup>eye-opening</sup>. Firstly, from my Chinese friends, I learnt that the Chinese New Year is actually not a festival

The reader's interest is also immediately aroused to read more about multi-cultural community in Malaysia.

Examples Of Answer By Candidates With Average Achievement

by having an Iphone on ~~their~~ <sup>our</sup> hands. Therefore, I strongly ~~aggr~~ agree with Murad's thoughts. that growing up in the village <sup>is better</sup> h

Candidate is able to comprehend the rubric. She strongly agrees with Murad that growing up in the village is better than growing up in the village. Candidate provides her opinion for supporting her stand that growing up in the village is better.



in my opinion  
growing up in a village ~~we~~<sup>people</sup> are fortunate to breath  
cleaner air in the morning instead of polluting ~~our~~<sup>their</sup> lungs  
by the ~~vehicel~~ cars' engine all day long. I believe that  
in the village we do not have to wear a face mask to  
prevent ourself from smokes because the amount of car in  
village are ~~leser~~ less compared to the cars in the  
hectic city. I always dreamt of living in the ~~vitty~~ Village

She states that people who live in the village are fortunate because they can breathe cleaner air compared to those in the city whose lungs are polluted by smoke emitted by cars.

She further reaffirms her stand that she had always dreamt of living in the village.

Although average candidates could come up with relevant subject matter, it lacks interest value.

### **3.3 SUGGESTIONS FOR STUDENTS**

- a. Organise the essay in paragraphs.
- b. Edit the essay after completing it.
- c. Do not use correctional fluid/tape as writing can be smudged or words might be omitted.
- d. Remember to indicate the question number of your answer.
- e. Use:
- f. Variety of sentence structures. Sophisticated and accurate vocabulary, and Interesting expressions
- g. Inculcate the reading habit to enrich your vocabulary.
- h. Choose materials of different themes and genres to widen knowledge and answer HOTS questions.

### **3.4 SUGGESTIONS FOR TEACHERS**

- a. Incorporate different teaching strategies to teach writing especially for weak students; parallel writing, process writing.
- b. Teach students to plan before they start to write. Use mind-maps, etc.
- c. Remind students to write the required number of words, as some candidates wrote far short form of the required number of words.
- d. Emphasise grammar and spelling. Have sufficient grammar practice.
- e. Expose students to materials of different themes and genres.
- f. Encourage creative thinking so students can process and understand information better.

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