



KEMENTERIAN PENDIDIKAN MALAYSIA
Lembaga Peperiksaan

KUPASAN MUTU JAWAPAN

SIJIL PELAJARAN MALAYSIA
(SPM)TAHUN 2020

BAHASA INGGERIS

KERTAS 2

1119/2

1.0 ASSESSMENT INSTRUMENT

Code : 1119/2
Marks : 70 Marks
Time : 2 Hours 15 Minutes

1.1 ASSESSMENT DESIGN

Paper 2 comprises 4 parts :

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

All questions are to be answered.


2.0 DETAILED PERFORMANCE OF CANDIDATES

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

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

For SPM 2020, there was a variety of text types: a notice, a magazine extract, a newspaper report, extracts of articles and an email. Questions 9 to 15, which test grammar and vocabulary items, were based on a rational cloze passage with 7 blanks.

Question 1



Malaysian Red Crescent
Bulan Sabit Merah Malaysia

SCHOOLS ANNUAL JAMBOREE

As you know, for the first time, the Malaysian Red Crescent (MRC) is holding its popular week-long Annual Jamboree in Kota Bharu, beginning December 12th.

All MRC members in your school can now access the official website for information on:

- shortlisted participants*
- pick-up locations
- jamboree activities

**If you have been chosen, please inform your teacher advisor.*

- 1 The MRC notice is
- A telling the teachers of a change of venue.
 - B encouraging everyone to attend the jamboree.
 - C informing students where to find further details.
 - D providing information on how to join the organisation.

The question requires the candidates to read a notice and decide which of the four statements about the notice is true. The correct answer is option C.

Candidates with good and average language proficiency were able to extract the correct statement about the notice.

Question 2

Are you finding it hard to manage your money?

Sometimes it's difficult to know where to start. Instead of trying to save a bit in every area of your life, why not choose your two biggest optional expenses – perhaps eating out in expensive restaurants and going to the movies? Over the next six months, try and reduce these costs by 25 to 35 per cent.

- 2 In the magazine extract above, what is the writer doing?
- A suggesting possible areas to make savings
 - B giving ideas on how to save a little on everything
 - C advising people to start saving in six months' time
 - D recommending ways to cut spending on daily needs

The candidates are expected to read an extract on managing money and then **identify the main idea** of the extract. Option A was the correct answer.

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

Question 3

All buildings constructed in the future could be required to have smoke detectors installed to reduce fire risks. Early detection saves lives and property, which is why steps are being taken to make it mandatory to have smoke detectors in all new houses. The fact that many home owners have fire extinguishers has already led to reductions in serious house fires.

- 3 What is the **best** title for this extract?
- A Modern Fire Prevention Methods
 - B New Safety Regulations Planned
 - C Official Policy on Fire Control
 - D Fire Detection Technology

Candidates are required to read an extract on smoke detectors and are expected to choose the best title from the four options provided. They have to find clues that can summarise the main idea of the text extract. The correct answer is option B.

Only candidates with good language competency were able to interpret the extract and choose the correct answer. Those of average language ability might have chosen other options.

Question 4

27-year-old Daud Hamzah has been selling satay for almost four years. "I started with a market stall," he says. "I used a recipe my grandmother had given me. It's a special one that's popular in the area where I grew up."

For 2 years, the stall went well, but then things changed. "A couple of other people started selling satay nearby, and I lost some of my customers," he recalls. "I tried cutting my prices, which helped but I still wasn't earning enough."

Then Daud's cousin, Tariq, had an idea so he suggested, "Why don't you attach the satay grill to the back of your motorbike and make yourself mobile?"

"So I started going from door to door, cooking satay right there in front of anyone who ordered. No one else does that around here."

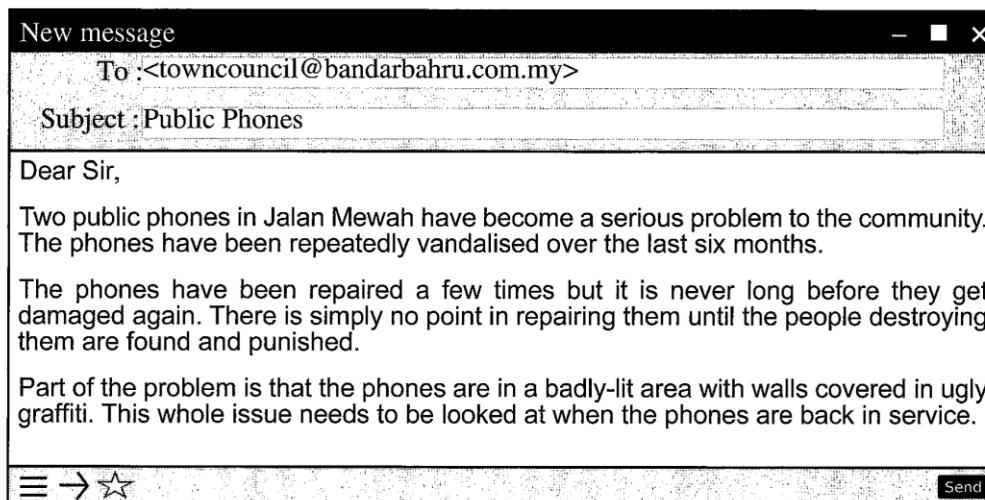
Before long, Daud was selling more than he'd ever done before. He has found a recipe for success to match his grandma's satay recipe. And word about Daud's satay service has gone viral. "You need positive comments on social media these days," he says. "It's always easier if you sell good satay, of course."

- 4 According to Daud, what makes his satay unique?
- A the amount he charges for it
 - B the ingredients it contains
 - C the reviews he gets for it
 - D the way he delivers it

The question is based on an extract on the uniqueness of Daud's satay. Candidates are required to **identify the correct option** which has made Daud's satay unique. The correct answer is option D.

Candidates with good language ability were able to correctly identify the reason which has made Daud's satay unique. Candidates with average language competence misunderstood the information given and chose option A.

Question 5



- 5 The writer is most concerned about
- A relocating the phones.
 - B improving the lighting.
 - C fixing the faulty phones.
 - D dealing with the vandals.

The candidates have to read and understand an email on the problems related to public phones, then they are required **to identify** which option best shows his main concern. The correct answer is option D.

Candidates with good language competency were able to choose the correct information on public phones. Candidates with average language ability were confused with the various information given and made the wrong interpretation.

Question 6

“Boys and girls, next week nurses and dentists from the district dental clinic will be in our school. They’ll be here for three weeks to provide dental education, dental screening, filling and extraction. The basic treatment they’ll provide is free but if you need further attention, you’ll have to go to the clinic. You’ll have to pay a small amount but if you choose a private clinic, it’ll cost your parents at least RM100.

Treatment will be given according to classes, so please follow the schedule given and be present on those days. Your form teacher will be giving you permission slips and we hope your parents will take this opportunity to allow you to get this free treatment. Last year, we had a pretty good turn-out but it’d be fantastic if we got a 100% this year. So, please make sure your parents sign the slips.

We’ll be having our mid-year school tests during their visit but we’ll make sure their presence doesn’t affect your preparation.”

School Principal

- 6 The school principal’s main message is
- A the timing of the visit.
 - B the cost of extra dental treatment.
 - C getting permission from all parents.
 - D students’ full attendance during the exams.

The candidates have to read and understand an extract on the school principal’s message on dental treatment for the students and then **identify the main message**. The correct answer is option C.

Candidates with good language competency were able to choose the school principal’s main message. Candidates with average language ability were confused with the various information given and failed to identify the main message. They chose option B.

Question 7

“The fishing industry in this area is having a serious problem,” says 41-year-old Mr Wong. He first went sea fishing at the age of 14 in his father’s boat. “We caught masses of fish in those days, and there was more than enough for the local population – everyone could afford seafood any day of the week. And my dad was bringing in good money as we used to catch bigger fish which were of higher value. However, it’s not happening now.” He says there are also more storms now than when he was younger. “Some people say it’s global warming. I don’t know if that’s true, but we can’t go fishing when it’s very stormy.”

Another challenge is overfishing. “More and more fishing boats are just emptying the sea,” Mr Wong says. “It’s happened in lots of other places and now it’s happening here. The fish aren’t given a chance to breed properly. That, to me, is the root of the crisis.” Mr Wong and other local fishermen want the authorities to take immediate action. “They have to do something before it’s too late.”

- 7 Mr Wong believes the cause of the fishing crisis is
- A the reduction in fish prices.
 - B the effects of climate change.
 - C lack of controls for sea fishing.
 - D competition from other regions.

This question requires the candidates to read an extract on the fishing industry. The candidates are expected to identify the cause of the fishing crisis from the four options provided. They have to find clues in the extract that show what Mr. Wong believes to be the cause of the fishing crisis in order to arrive at the correct answer, option C.

Candidates with good language competency were **able to identify the cause** of the fishing crisis as perceived by Mr. Wong. Candidates with average language ability failed to identify the cause and choose other options.

Question 8

A Tall Story – A Review

A Tall Story, a new documentary about giraffes, begins with stunning shots of these magnificent animals in their natural environment in central Africa. Thankfully, there's no celebrity scientist on screen distracting us with their personal views. Instead, the focus is on the giraffes with a commentary giving us the real facts. The crucial ones are that the giraffe population has declined by 40% in the last 30 years and that this trend will continue. Giraffes are therefore at risk of extinction. This should have shocked me – how on earth could we allow this wonderful creature to vanish? But, given the way we treat the environment, sadly it didn't.

The documentary covers the ongoing debate about why the population is falling. Some people blame illegal hunting, others the loss of habitat. Whichever one is right, there's little doubt that humans are to blame. The remaining part of the programme focuses on possible solutions to the issue. However, not enough time is dedicated to consideration of such a key area. I'd still recommend *A Tall Story* to anyone interested in finding out more about this fascinating creature, though.

- 8 When the reviewer watched *A Tall Story*, she was
- A disappointed by the way it ended.
 - B impressed by the person presenting it.
 - C doubtful of the claims being made in it.
 - D relieved the problem has been highlighted.

This item is to test candidates understanding of a documentary review. Candidates has to **identify the true statement** about the documentary review. The correct answer is option A.

Candidates with good and average language competence were able to identify the true statement about the review.

Question 9 – 15

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

Selvi is a very active young woman. She has been involved in charity campaigns _____ **9** _____ her secondary school days. She finds it very fulfilling to reach out to people as this _____ **10** _____ her a sense of achievement.

She resigned from her _____ **11** _____ last year to focus on writing a book about the charities that she supports. As she has now completed her book, she is able to dedicate her time to her campaigns. Her immediate plan is to organise a sea kayaking expedition along the eastern coast of Malaysia _____ **12** _____ she will stop at various coastal towns to carry out fund-raising activities for her charities.

Whenever she has time, Selvi loves to read. She is an avid reader who spends _____ **13** _____ money on books each year. In fact, she admits that she buys books faster than she _____ **14** _____ finish reading them. She tries to put _____ **15** _____ practice some of the useful things she has learnt from her reading to help with her charity work. One of her goals is to finish reading all the books that she has bought over the years.

- 9** A until
B since
C during
D before

- 12** A why
B when
C which
D where

- 15** A up
B on
C off
D into

- 10** A giving
B gives
C gave
D give

- 13** A much
B many
C a lot of
D some of

- 11** A trade
B career
C position
D occupation

- 14** A can
B may
C shall
D might

The items assess the students' knowledge of relative pronouns, verb forms, prepositions, conjunctions, quantifiers, phrasal verbs as well as modals. There is one item on vocabulary. The passage is about Selvi with her charity campaigns.

Question 9

Selvi is a very active young woman. She has been involved in charity campaigns _____ **9** her secondary school days.

- 9** A until
- B since
- C during
- D before

The item is a test of **conjunctions**. Candidates are expected to choose the correct conjunction to complete the sentence. The correct answer is option B.

Candidates with good and average language ability were able to identify the **time duration**, from a time in the past until the time under consideration. However, weak candidates were unable to do so, hence the choice of wrong answers.

Question 10

She finds it very fulfilling to reach out to people as this _____ **10** her a sense of achievement.

- 10** A giving
- B gives
- C gave
- D give

This question is a test of **verb form**. Candidates were expected to choose the correct tense to complete the sentence. Candidates needed to look at the **consistency of tense** in the text to choose the correct answer which is option B.

Candidates with good language ability were able to choose the correct verb form. However, candidates with average and weak language ability chose the wrong verb form as they did not understand the importance of the pronoun preceding the answer.

Question 11

She resigned from her 11 last year to focus on writing a book about the charities that she supports. As she has now completed her book, she is able to dedicate her time to her campaigns.

- 11 A trade
- B career
- C position
- D occupation

This item tests the **choice of vocabulary**. Candidates need to analyse the context to decide on the correct word in the text to choose the correct answer which is option C.

Candidates with good and average language ability managed to choose the correct answer but the weak candidates were not be able to choose the correct answer.

Question 12

Her immediate plan is to organise a sea kayaking expedition along the eastern coast of Malaysia 12 she will stop at various coastal towns to carry out fund-raising activities for her charities.

- 12 A why
- B when
- C which
- D where

This question tests the use of **relative pronouns**. Candidates need to analyse the text in order to choose the correct answer, which is option D.

Candidates with good and average language ability were able to fill in the blank with the correct relative pronoun, while the weak candidates were not able to relate the relative pronoun to the phrase 'eastern coast of Malaysia'.

Question 13

Whenever she has time, Selvi loves to read. She is an avid reader who spends _____ **13** _____ money on books each year.

- 13 A** much
- B** many
- C** a lot of
- D** some of

This question test the use of the correct **quantifier** and in this case the candidates need to know that 'a lot of 'is used in **affirmative sentences**. The correct answer is option C.

Candidates with good and average language ability were able to complete the sentence with the correct quantifier while weaker ones may not understand that 'much 'is used in negative sentences or questions.

Question 14

In fact, she admits that she buys books faster than she _____ **14** _____ finish reading them.

- 14 A** can
- B** may
- C** shall
- D** might

This question is a test on **modals**. Candidates are expected to choose the correct modal verb to complete the sentence. The correct answer is option A.

Candidates with good and average language ability were able to identify the **function of the modal verb** in the sentence, in this case, someone's '**ability** ' and choose the correct answer 'can '.

Question 15

She tries to put **15** practice some of the useful things she has learnt from her reading to help with her charity work.

- 15 A** up
- B** on
- C** off
- D** into

This item tests on **phrasal verbs**. Candidates are expected to choose the correct phrasal verb to complete the sentence. The answer is option D.

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

2.2 SECTION B (QUESTIONS 16 to 25): INFORMATION TRANSFER

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

SECTION B (QUESTIONS 16 to 25): INFORMATION TRANSFER

The assessment objective for section B is to assess candidates' ability to transfer relevant information from one text type to another. For the SPM 2020 paper, the task required the candidates to process the information in a website article about Insomnia. Using the relevant information from the website article, candidates were required to complete a matching task and complete a handout for their classmates about sleep problems and a matching task. Candidates were required to answer Questions 16 – 25 by retrieving answers from the stimulus.


The candidates were required to complete the short paragraph for Questions 16-21 in no more than two words and match the names with the descriptions for Questions 22-25 by retrieving the answers from the given stimulus. The format of the section is clear and is designed to help all levels of performance groups, either high, average, or low achievement.

2.3 PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Part 1 : Questions 16- 21

You have decided to make a handout for your classmates about sleep problems. Using words from the article, complete the handout below.

*Use **no more than two words** for each blank.*


Feeling sleepy in the classroom?	
<p>Do you have problems sleeping and does this worry you? If you do, then you are not alone. A reported 16 _____ % of people have sleep problems which they are unhappy about. 17 _____ of insomnia include finding it hard to fall asleep, or waking up a lot during the night. Staying awake till late at night will make you feel exhausted leading to poor 18 _____ at school. As well as trying to sleep when it is really hot or cold, too much 19 _____ around you can be disruptive. It is also a good idea not to look at 20 _____ in the hour or so before you plan to go to sleep. Sleeping disorders are not limited to a lack of sleep. For some people, sleeping too much, or 21 _____ as it is officially called, is also a problem.</p>	

This section tests the candidates' ability to locate and retrieve information based on key words or phrases given about sleep problems from the stimulus. The responses must not more than two words as stated in the rubric.

Examples of Answer by candidates in the High Achievement Group

Feeling sleepy in the classroom?

Do you have problems sleeping and does this worry you? If you do, then you are not alone. A reported 16 eighty ~~as~~ three % of people have sleep problems which they are unhappy about. 17 Symptoms of insomnia include finding it hard to fall asleep, or waking up a lot during the night. Staying awake till late at night will make you feel exhausted leading to poor 18 concentration at school. As well as trying to sleep when it is really hot or cold, too much 19 noise around you can be disruptive. It is also a good idea not to look at 20 electronic devices in the hour or so before you plan to go to sleep. Sleeping disorders are not limited to a lack of sleep. For some people, sleeping too much, or 21 hypersomnia as it is officially called, is also a problem.




Candidates with good language proficiency were able to respond to the task relevantly, selecting the answers with precision abiding by the rubric's requirement. Language was grammatically accurate. Nevertheless, there were responses with minor spelling errors which were still within the acceptance limit.

Examples of Answer by candidates in the Average Achievement Group

Feeling sleepy in the classroom?

Do you have problems sleeping and does this worry you? If you do, then you are not alone. A reported 16 eighty 83 % of people have sleep problems which they are unhappy about. 17 Symptoms of insomnia include finding it hard to fall asleep, or waking up a lot during the night. Staying awake till late at night will make you feel exhausted leading to poor 18 concentrations at school. As well as trying to sleep when it is really hot or cold, too much 19 noise around you can be disruptive. It is also a good idea not to look at 20 electronic devices in the hour or so before you plan to go to sleep. Sleeping disorders are not limited to a lack of sleep. For some people, sleeping too much, or 21 excessive sleeping as it is officially called, is also a problem.



Candidates were able to give correct answers to most of the questions. Some candidates were able to identify the correct answer but failed to transfer accurately. There were instances candidates were not able to identify the correct answer.

Part 2: Questions 22 – 25

Using the information from the article, write the name of the person in the table below.

	Which person says ...	Name of person
22	do not try to force yourself to sleep?	
23	your bedroom needs to be right?	
24	medications may be helpful?	
25	avoid taking anything that might keep you awake?	

This section requires the candidates to complete the table with names of persons that fit the descriptions given.

Examples of Answer by candidates in the High Achievement Group

	Which person says ...	Name of person
22	do not try to force yourself to sleep?	Julia
23	your bedroom needs to be right?	Vikram
24	medications may be helpful?	Maziah
25	avoid taking anything that might keep you awake?	Zuki

Candidates with good language proficiency were able to respond to the task relevantly, selecting the answers with precision abiding by the rubric requirement. All answers were correctly written.

Examples of Answer by candidates in the Average Achievement Group

	Which person says ...	Name of person
22	do not try to force yourself to sleep?	Julia Julia
23	your bedroom needs to be right?	Max Lin
24	medications may be helpful?	Maziah Maziah
25	avoid taking anything that might keep you awake?	Vikram

Candidates were able to give correct responses to most questions but there were responses with errors of names for wrong descriptions. This shows that candidates with average language ability got confused with some of the information in the text, hence the wrong answer.

SECTION C

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

READING COMPREHENSION (QUESTIONS 26 to 30)

This section tested the candidates' ability to read and understand information contained in an extended text. The comprehension text was about Liza who is a young budding writer who experiences a confidence crisis.

SECTION C

Questions 26 to 31 are based on the following passage.

- 1 Liza shrieked loudly with excitement when the principal made the announcement. Her classmates in the assembly roared in celebration. She hugged her friends. One of her teachers shook Liza's hand enthusiastically and grinned, "I'm so pleased you've won the writing competition. It's really great!"
- 2 It had all started when Liza's English Language teacher told the class that the school was organising a 700-word writing competition. Her friends urged her to give it a try. "You write interesting stories and we've always enjoyed reading them," they said. Liza still needed a bit of encouragement but after listening to her friends, she was eventually persuaded to sign up for it. 5
- 3 Back home, she decided to get her mother's opinion. "I've agreed to take part in a writing competition," Liza explained. "My horror stories are always very popular with my friends and I have a lot of fun writing them. I just don't think they're good enough, though. The other thing is that time is really short because the deadline is next week! As a journalist, I know you're involved in producing lots of articles all the time so I suppose you come up against all sorts of issues." Liza sighed, "I'll never be as good as you." 10 15
- 4 Her mother sat down at her desk and opened a drawer. "Come and sit next to me. I want to show you something." Liza's mother handed her a report card. On it was a line of Cs. "In my first few years at school, I was pretty average. You already write much more interesting things than I did at your age! You have a real passion for writing, while it took me ages to discover mine when I was young. But once I did, I could see a real difference in my essays." 20
- 5 "But I don't know where to start," Liza said with a frown.
- 6 Her mother thought for a moment. "Your teacher must have given you some guidelines, so make sure you follow them. But at the same time, you need to find a way to express something that is uniquely you. The stories I love the most always have an element of surprise. It's a good idea to include that. Then, when you've finished, go back and edit what you've written. Does that make you feel any better?" 25
- 7 For a moment, Liza felt a sense of relief – her mother had such a calm manner. But *this* vanished when another thought ran through her mind. "What if I don't win?" Liza asked. 30
- 8 "Remember, winning isn't everything," her mother replied reassuringly. "You'll get a lot from the process if you just try to enjoy yourself."
- 9 Sensing that Liza was still not convinced, her mother continued. "Well, don't forget, if you're short of ideas, you can use the Internet as it's a great source of inspiration." Liza nodded in agreement. Her mother went on to say, "The opening of the story is often the hardest to write. I always used to have terrible problems with that. But in the end, what worked for me was writing that part last of all. That might be helpful for you." 35

10 Her mother then reminded Liza of her first writing experience, as she thought this would boost her confidence. “My dear, when you were eight years old, you came home from school full of excitement with your story about an alien saving the world. You showed the ability to think outside the box – the others just wrote about their families or ambitions.” 40

11 Liza chuckled, recalling that moment. “What are you trying to say, Mum?” 45

12 “For someone with such potential, you should have more confidence in yourself.” Smiling, her mother watched Liza stretch her fingers and prepare to start writing.

The comprehension text is about a young budding writer who experiences a confidence crisis. Realising her daughter needed some motivation, Liza’s mother shared her experiences to build her confidence in writing and in the process, Liza came to realise that she had what it took to persevere and do well in writing.

In this section, candidates are required to answer 5 comprehension questions, consisting of nine parts. There are five main questions consisting of nine parts. Questions 26 and Question 27 are direct questions that are recall items. Questions 28 and 29 require candidates to apply higher order comprehension skills. For Question 30, candidates have to give a personal response.

QUESTION 26(a)

From paragraph 1, what announcement made Liza’s classmates happy?

Expected Answer : Liza/She had won the writing competition.

This question requires the candidates to identify the announcement that made Liza’s friends happy.

Examples of Answer by candidates in the High Achievement Group

Liza won the writing competition.

Good candidates were able to identify the announcement made as they understood the meaning of the word “announcement” and what was said that made Liza’s friends happy.

Examples of Answer by candidates in the Average Achievement Group

Announcement made Liza’s classmates happy is Liza’ve won the writing competition.

Weak candidates’ inability to understand what the announcement was about made them choose the wrong answer or lift only part of the answer. They were not able to identify the context of the announcement.

QUESTION 26(b)

From paragraph 2, why did Liza's friends want her to take part in the competition?

Expected Answer: *She writes interesting stories / They enjoy reading her stories.*

This question requires the candidates to **identify the reason** Liza's friends encourage her to participate in the writing competition.

Examples of Answer by candidates in the High Achievement Group

..... *She writes interesting stories*

Good candidates were able to identify the reason directly with ease.

Examples of Answer by candidates in the Average Achievement Group

..... *It is because liza's friends enjoyed reading when liza write interesting stories.*

Candidates answered by explaining that the friends enjoyed reading when Liza wrote stories. They were not able to give clear and direct answers.

QUESTION 27(a)

From paragraph 3, which **phrase** means "experience difficult situations"?

Expected Answer : *come up against (all sorts of) issues*

This question requires the students to identify the correct phrase which carries the same meaning as the expression given.

Examples of Answer by candidates in the High Achievement Group

..... *Come up against all sorts of issues*

Good students were able to identify the phrase correctly as they understood the meaning of the phrase given.

Examples of Answer by candidates in the Average Achievement Group

Producing lots of article.

Candidates failed to identify the correct phrase as required by the task.

QUESTION 27(b)

From paragraph 4,

- (i) what evidence did Liza's mother have to prove she was an average writer at school?

Expected Answer : (A) report card / A line of Cs

This question requires the candidates to provide the proof given by Liza's mother to show that she was an average writer as opposed to her daughter.

*

Examples of Answer by candidates in the High Achievement Group

Her report card with a line of Cs.

Good candidates were able to identify the proof clearly from the paragraph.

Examples of Answer by candidates in the Average Achievement Group

Because Liza already write much more interesting things than her mother did at Liza age.

Average candidates explained the action of Liza's mother handing her the report card instead of just giving the proof.

QUESTION 27(b)

- (ii) what reason did Liza's mother give for her own improvement as a writer?

Expected Answer : (A real) passion (for writing)

This question wants a reason given by Liza's mother for her own improvement as a writer.

Candidates in the High Achievement Group

/Good students were able to identify and pinpoint the reason correctly.

Candidates in the Average Achievement Group

She found her passion for writing later on.

Candidates lifted the answer from the text and did not provide the correct answer.

QUESTION 28

“But *this* vanished when another thought ran through her mind.” [Line 30]
What does *this* refer to?

Expected Answer : (A) *sense of relief / relief*

This question requires the candidates to deduce and infer what the line means.

Examples of Answer by candidates in the High Achievement Group

the sense of relief
.....

Good candidates were able to identify and pinpoint the reference made to the sense of relief.

Examples of Answer by candidates in the Average Achievement Group

Liza felt a sense of relief
.....

Average candidates gave a sentence explaining the sense of relief instead of identifying the phrase directly.

QUESTION 29(a)

From Paragraph 10, what makes Liza different from her classmates?

Expected Answer : *The ability to think outside of the box.*

This question requires the candidates to state *the characteristic or quality* that makes Liza different from her friends and classmates.

Examples of Answer by candidates in the High Achievement Group

Her ability to think outside the box
.....

Good candidates were able to identify the characteristic / quality possessed by Liza.

Examples of Answer by candidates in the Average Achievement Group

She story about an alien saving the world
.....

Average candidates chose to describe Liza's action i.e. her ability to write about aliens, to indicate how different she was from her friends. They did not give a direct answer.

QUESTION 29(b)

From Paragraph 12, why do you think Liza’s mother was smiling?

Expected Answer : *She was glad that her advice went through. / She has confidence in Liza.*

This question requires the students to identify the reason that made Liza’s mother smile.

Examples of Answer by candidates in the High Achievement Group

Because Liza have more confidence in herself.

Good candidates were able to paraphrase effectively to convey the reason for Liza’s mother smiling.

Examples of Answer by candidates in the Average Achievement Group

watched Liza stretch her fingers and prepare to start writing

Average candidates answered by lifting from the text explaining Liza’s action instead of giving a direct reason for Liza’s mother smiling.

QUESTION 30

Give two reasons why you like or dislike having competitions at school.

Reason 1 :

Reason 2 :

Candidates are required to decide whether they like or dislike having competitions in school. and give two (2) reasons for their decision.

Expected Answer

LIKE : *I want to win prizes. / It is exciting. / They help people work harder.*

DISLIKE : *Too stressful. / I don’t have the time. / The same people always win.*

Examples of Answer by candidates in the High Achievement Group

Reason 1 : *I can boost my confidence.*

Reason 2 : *To encourage student to join the competition
I can show my talent to the whole school.
I can encourage more students to students and teachers.
I can show my talent to the whole school.*

Good candidates were able to state their preference and give two (2) logical reasons to support the choice made.

Examples of Answer by candidates in the Average Achievement Group

Reason 1 : I like because the competitions ~~is~~ ^{have} more benefits

Reason 2 : Because can make as a memories at school

Average candidates were also able to make a preference and give two (2) reasons. However, the reasons were general in nature.

SUMMARY WRITING

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

For SPM 2020, candidates were required to write a summary on the worries Liza had and the advice her mother gave her.

Examples of Answer by candidates in the High Achievement Group

Liza needed help with the competition because she was worried that her writing would not meet the standard she needed to win the competition, ^{due} in a short period of time. She was worried because she also did not know how to begin her story. Therefore, Liza's mother gave her words of encouragement as well as tips to ^{writing} ~~starting~~ the story. She advised Liza to follow the guidelines set by the teachers, ensure ~~the~~ that the writing as special parts to make her own, and add in an element of surprise. ~~to~~ She also added that the Internet is a good place for inspiration and to go back and edit her writing once finished. Lastly, she reminded Liza that ~~was~~ winning is not everything and to make sure she enjoys herself.

127
[127 words]

Candidates were able to rephrase the content points without losing the original meaning in a sustained manner. Expression was secure. Language was accurate with a marked ability to use original complex sentences.

Examples of Answer by candidates in the Average Achievement Group

Liza needed help with the competition because she was worried the time is really short because the deadline is nextweek, ~~that~~, ^{Then} Liza ~~sighed~~ and told her mother that she will never be as good as her mother. After that, Liza's mother ~~handed~~ ^{tell her} that Liza already ~~write~~ ^{write} much more interesting things at ~~her~~ ^{Liza's} age and say that Liza have real passion on ~~writing~~ ^{writing} while her ~~mother~~ ^{mother} took ages for her to discover hers. But, ~~then~~ Liza don't know where to start. Then her mother ~~remind~~ Liza to make sure she follow the guidelines her teacher gave ~~at~~ the same time, Liza need to find way to express something unique, ~~then~~ ^{Then} when ~~she finished~~, Liza go back and edit what she written. Suddenly, Liza ~~asked~~ ^{asked} what if she don't win. ~~but~~ her mother said winning isn't everything.

Candidates were able to do intelligent-lifting. The expressions were free from stretches of concentrated lifting. Content points were incomplete at times. Irrelevant sections did appear. Language was sufficiently accurate to convey meaning.

Examples of Answer by candidates in the Weak Achievement Group

his horror stories are always
 very popular with their friend
 and I have a lot
 of fun writing them. I
 just don't think they're good
 enough, though. You really write
 much more interesting things than
 I did at your age!
 you have real passion for
 writing while it took me
 age to discover mine when
 I was young. But I
 did, I could see a
 real difference in my essays
 your teacher must have give
 you some guidelines, so make
 sure you can follow them. ~~But~~
 this was when another thought
 ran through her
 mind. remember, winning isn't everything,
 her mother replied reassuringly. If
 you're so short at idea, you
 can use the internet as
 its great source of inspiration.
 the opening of the story
 - is often the hardest to
 write.

The candidates copied the text materials in chunks with little evidence of selection and care. Irrelevant sections of the text became more obvious. There were frequent serious errors with poor organisation and lacked coherence.

SECTION D (LITERATURE COMPONENT)

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

POEM (QUESTION 32)

A Poison Tree

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

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

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

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

William Blake

The poem chosen for SPM 2020 was A Poison Tree.

Question 32 (a)

(a) What happened when the persona talked about his anger?

Expected Answer : His anger died

The item requires candidates to write the implication when the persona talked about his anger.

Examples of Answer by candidates in the High Achievement Group

His anger... faded... and... ended...

Candidates with good language proficiency were able to convey the idea that the anger ended when the persona talked about it.

Examples of Answer by candidates in the Average Achievement Group

The feeling of anger managed to end.

Candidates with average language proficiency were able to convey the idea that the anger ended when the persona talked about it. However, the expression was not apt.

Question 32 (b):

(b) Which **word** in the poem means 'hidden'?

Expected Answer : veiled

The question requires candidates to identify the correct word from the poem.

Examples of Answer by candidates in the High Achievement Group

The word 'veiled'...

Candidates with good language proficiency were able to identify the correct word from stanza 4, line 2.

Examples of Answer by candidates in the Average Achievement Group

The word 'deceitful' means 'hidden'.

Candidates with average language proficiency may not be able to identify the correct word.

Question 32 (c):

(c) Based on the last stanza, why was the persona happy?

Expected Answer : He saw his foe stretched out beneath the tree

The item requires higher order comprehension skills. Candidates need to give the reason why the persona was happy **in the context of the poem**.

Examples of Answer by candidates in the High Achievement Group

The persona was happy because ~~his~~ ^{his} foe suffered.
He sees his foe underneath the tree, defeated.

Candidates with good language ability were **able to interpret** what made the persona happy. They were able to give the idea that **something bad had happened to the foe**. They gave clear, accurate answers.

Examples of Answer by candidates in the Average Achievement Group

Because the persona foe outstretched beneath the tree.

Candidates with average language ability may attempt to answer by lifting from Stanza 4 Line 4. However, if they fail to change the pronoun, it may distort the meaning of the answer given.

Question 32 (d):

(d) What is your opinion of the foe? Give a reason why.

Expected Answer : I like / don't like the foe / the foe is greedy.
(give relevant reasons)

This is a **personal response** item. Candidates have to **give their personal opinion** of the foe - in terms of his character or characteristic; or even in terms of his/her actions - what he/she should or should not have done. They need to **give a relevant and acceptable reason** for this opinion.

Examples of Answer by candidates in the High Achievement Group

Opinion: I think the foe was a greedy person.
Reason: ~~The reason is~~ the foe who saw the bright apple knew it was the persona's, but he greedily stole it for himself.

Candidates with good language proficiency were able to give a **clear opinion with a plausible reason**.

Examples of Answer by candidates in the Average Achievement Group

Opinion: His foe didn't know that ~~the~~ persona ~~had~~ have a bad intention to him.
Reason: He ~~stole~~ the app. The foe stole ~~an~~ the apple from the persona's garden.

Candidates with average language ability **showed understanding of the task**. They were able to give appropriate and acceptable answers for both or at least one of the answers. However, the response may not be as clear and apt. In addition, the reason needed to be carefully considered before being accepted.

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

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

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

From the novel you have studied, write about a memorable event.

With close reference to the text, explain why you find it memorable.

[15 marks]

NOVEL (QUESTION 33)

PERFORMANCE OF CANDIDATES IN SECTION D: NOVEL (QUESTION 33) GENERAL PERFORMANCE

Candidates were asked to choose one of the novels they have studied and respond to the question provided. They were asked to **identify a memorable event**. Candidates were required to **describe the event**. The question involves two tasks that the **candidates need to address**. One is to write about **an event which they find memorable**. The second is to **give reasons** and **explain why they find the event memorable**.

On the whole, most candidates did reasonably well in this question. They were able to identify a memorable event and give a description of the event. Better candidates were able to give **detailed descriptions of the event**. Some candidates gave less detailed descriptions while a small majority merely mentioned the event. The majority managed to give reasons on why they find the event memorable, while some failed to give reasons on why they find the event memorable. There were some cases where candidates wrote and described more than one event. There were also cases where candidates did not respond explicitly to the task, and only glimpse(s) of the event could be identified.

Many candidates made serious language errors in their responses. Most candidates' language accuracy was largely accurate or accurate. A noticeable number of responses showed blurring in meaning probably due to weak language proficiency. A small number of responses showed minimal attempt to respond to the question probably to very weak language proficiency.

PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Examples of Answer by candidates in the High Achievement Group

The novel that I have studied is Captain Nobody written by Dean Pitchford. One event that I find memorable is the event that Cap Newton ^{or} ~~being~~ Captain Nobody, braves himself to save Reggie ~~Ratner~~ ^{Ratner} ~~from~~ the Appleton Water Tower Tower. E E

First and foremost, I find this event memorable because it shows the importance of friendship. On that day when Newton finds out that Reggie is on the top of Appleton Water Tower, Newton is ^{panic.} ~~panicked~~. R1 R1
To everyone, include Newton thinks that Reggie is going to commit suicide because Reggie is suffering from depression after being blamed for knocking

Chris out during the Big Tackle. Newton then tells Cecil his buddies, Cecil Butterworth and Juanita Josephina Gonzalez (JJ) about ~~the~~ the issue. He claims that he ~~witnessed~~ ^{Knocked} Daryl Peeps knock Chris out and not Reggie. dev of TE
~~Being the best~~ ^{witnessed} Then, Cecil and JJ give encouragement Newton to save climb up the water tower to tell ^{Reggie} ~~Reggie's~~ the truth. Cecil plays his drum to distract the police who is on duty. Meanwhile, JJ helps to boost Newton up the first broken rung which is six feet off the ground. In this event, it ~~has~~ clearly ^{shows} ~~shown~~ that that friends could make wonders to our life ^{by} ~~by~~ PR of the character
giving ^{us} the needed support and courage ~~to us~~. Without the help from JJ and Cecil, Newton might not be able to climb up the Appleton Water Tower. His plan to save Reggie will be doomed from the very beginning. It is the support and ^{encouragement} ~~encouragement~~ from his friends give him the confidence and strength to embark on his adventure to save Reggie and this makes me amazed at the power of friendship.

In addition, I find the event ^{of} Newton saving Reggie is memorable in light of the fact that it shows me how determination helps one, in this case, Newton ^{R2 R2} to conquer his fear of height and all obstacles offered along his way to save Reggie. There is ^a moment when ^{Newton's} Reggie's mask gets caught by a jutting nail and is ripped off. Without the mask, Newton loses his confidence as he is losing his Captain Nobody ~~persona~~ at the same time. However, the thought of Reggie on the rooftop gives him the strength to continue climbing up the ladder. In a bid to save Reggie, he has to slither slowly on his belly and ^{wriggles} wriggles ~~using~~ slowly down the slope. Furthermore, Newton has a tough time of untying Reggie's tightly ~~knotted~~ knotted shoelace and helps Reggie to get his foot out of the hole in the roof. ~~When he~~ The success of reaching the top of the tower ^{to} and ~~tell~~ telling Reggie the truth ^{has} eventually left Newton fearless of height. Newton owes his success to the determination and will power that he has. ~~in fact~~. As the saying goes, "No pain, no gain". Newton might not be able to reach the top of the Appleton of Water Tower and overcome his fear of height if he ^{is} ~~does~~ fearful and lack of determination. In life, there are many obstacles that serve as obstructions for us to achieve our goal. Whatever they are, we should be brave to overcome ^{these} the hurdles and believe in ourselves that we are able to triumph over these challenges. With determination, we are able to conquer our weaknesses and eventually become the better versions of ourselves. PR PR

Last but not least, I find this event to be memorable because ^{received wide recognition from} Newton has evolved ~~from a timid one~~ the public and everyone pays ^{gives him} R3 R3 the attention that he deserves. Before the event, Newton is ~~often~~ ^{in school} unnoticed. His parents are too busy to take care of him while his classmates ~~like~~ such as Bishar and Evan always bully him. However, this does not last long until Newton achieves the feat of saving Reggie from the Appleton Tower. dev of TE Newton's bravery of rescuing Reggie is ~~repeatedly~~ being reported ~~extensively~~ ^{followed by the other heroic exploits like foiling a robbery in Sullivan Jewellery Store.} on television and newspapers. Everyone in the town regards Newton as a hero. At the end of the story, Newton even attends the Victory Parade Celebration and receives 'The Key to the City' from the mayor. I feel happy for Newton who is once being neglected now being recognised as the city's hero.

In fact, ^{children} every child ^{requires our} request attention and ^{they} craves for love from ^{others.} there.

The compliment the child receives ^{will} boost his confidence and bring the ^{PR. of t} best of him. The same goes for Newton. ^{If Newton} Without having ^{has not got} a chance to save Reggie, he might not be ^{continue} neglected by people around him. This does not augur well for Newton's well-being ~~as~~ as a matter of fact.

To put it laconically, the event which Newton risks his life to save Reggie from the Appleton Water Tower incident is indeed a memorable event. It exposes me to the ^{value of} lessons bravery and importance of friendship in life. Furthermore, it shows me how ^{resilient is Newton} resilient is Newton in overcoming his fear of heights to save Reggie and later gains attention of people around him through his own efforts. ^{This is the} ~~The~~ ^{This is also the} ~~part of the story~~ where Newton develops from a 'zero' to 'hero'. ~~As indeed memorable and interesting.~~

Candidates with good language proficiency were able to **respond to the task relevantly**, giving details from the text besides explaining clearly and convincingly why the chosen event is memorable. Their responses were **consistently relevant** and **very convincing** with a **marked ability to provide detailed and well-developed textual evidence**. There was evidence of higher order thinking skill (HOTS), i.e. a convincing discussion (with valid opinions) supported with detailed textual evidence on why the chosen event is memorable to them. **Language was accurate** with **sophisticated sentence structures** and **wide, precise vocabulary**. Responses were **well-organised** and **coherent**.

Examples of Answer by candidates in the Average Achievement Group

From the novel that I have studied in the literature component in English Literature which is Dear Mr. Kilmer by Anne Schraff. There is a memorable event in this novel.

~~The memorable event~~

The event that I find it memorable is that Mr Kilmer helped out ^{Richard} ~~a girl~~ by giving him advice to write a ^{EE} ~~mat~~ poem. Mr Kilmer also ~~encourage~~ encourage him to pursue his dream to become a poet. Mr. Kilmer gives Richard a moral support to make him become a hard working poet.

Another event that I find it memorable is that ~~his~~ Richard ~~likes~~ to write a poem even though his parents and family members ~~doesn't~~ ^E approve with his poem but he ~~keep~~ keep on writing a poem and ^E not bothered by what people ^E saying.

Other than that, one day when Richard's english teacher ^E explaining about Mr. Kilmer's poem book, ~~richard~~ richard get interested with his poem and since then richard is one of Mr. Kilmer's fan.

Lastly, the event that I find it memorable is when Richard gets sad when he heard about Mr. Kilmer's death. Mr. Kilmer means a lot to Richard because he's the one who gives Richard the courage to write a poem. Richard wrote a poem and his family was shocked at how good his writing a poem. Since then his family allows him to write a poem if he promise his dad that Richard will work hard to become a successful poet and prove to his dad that he was wrong at the first place.

In conclusion, Mr. Kilmer is an inspiration towards the other poet to never give up and always be a hardworking poet to be a successful and famous poet. We all can achieve our dream if we work hard for it, all of our hardwork will be paid off for sure.

Candidates with average language ability **responded relevantly** to the task specified. They provided textual details but **lacked development**. There were some discussions on the reasons why the event chosen was memorable but at times, responses were **only partially addressed** where candidates wrote on the event but failed to discuss the reasons on why the event is memorable. Responses had grammatical errors of various kinds but generally meaning was never in doubt. Responses were quite well-organised. The language was **largely or sufficiently accurate** with good organisation.

Examples of Answer by candidates in the Low Achievement Group

I read the novel Sing To The Dawn written by Minfong Ho.

Dawn got the first place in her exam. her school rules is let the
p. student on first place go to city to study. When her go home, her father
disagree her go to city and ask for her to give the chance to her
brother. Dawn was very upset and go for a walk.

Because

The professional, who is a shy and timid person, she realized the
problem will overcome and the dream achieved course.

She know a person name Bow. He is a seller in market. He
tells dawn go to pray and free the bird can good luck. He also
told to her brother that he should give the chance back to his sister
Dawn. Finally, Dawn's father gave her go to study in city.

not related

Responses had very little relevance to the task and some did not address the task at all i.e. a mere narration of novel read, characterisation or synopsis. Weaker candidates only identified the event without giving reasons as to why the event is memorable. There were factual errors that show inaccurate and poor understanding of the novel read such as misspelling of character names or writing the author's name as the character.

Language is inaccurate with high frequency of various serious errors and fractured syntax which impede meaning. Responses were poorly organised and lacked coherence. Some answers were written in a few lines or in just a paragraph. Quite a big number of candidates did not attempt the question at all.

3.0 SUGGESTIONS FOR CANDIDATES

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

4.0 SUGGESTIONS FOR TEACHERS

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

PENGHARGAAN

PENASIHAT:

DATO' HJ. PKHARUDIN BIN HJ. GHAZALI

PENGERUSI:

DR. IBRAHIM BIN MOHAMED ZIN

URUS SETIA:

PUAN HJH. JURAIDA BINTI UMAT

DR. HABIBAH BINTI MAT REJAB

PUAN SITI ASMAH BINTI MD YUSOF

PUAN NOR ZULAIKHA BIN CHE MAT

ENCIK HAPIZI BIN MISKAM

EDITOR:

ENCIK MOHD FATHI BIN ADNAN (KETUA EDITOR)

ENCIK MOHD RIDZUAN BIN IDRIS (PEN. KETUA EDITOR)

PUAN NORAZAH BINTI BIDI

CIK FAIZAH BINTI SAMAD

ENCIK KHAIRILL HELME BIN RAMLI

PANEL PENULIS:

KP & KPB BAHASA MELAYU KERTAS 1

KP & KPB BAHASA MELAYU KERTAS 2

KP & KPB BAHASA INGGERIS KERTAS 1

KP & KPB BAHASA INGGERIS KERTAS 2

KP & KPB SEJARAH KERTAS 2

KP & KPB MATEMATIK KERTAS 2

KP & KPB MATEMATIK TAMBAHAN KERTAS 1

KP & KPB MATEMATIK TAMBAHAN KERTAS 2