

FORMAT OF THE QUESTION PAPER

The UPSR English Paper 014/2, Year 2007 consists of three sections: Section A (Question 1), Section B (Question 2) and Section C (Question 3). Candidates are required to answer all the three questions within the time limit of one hour and fifteen minutes.

Section A (Question 1)

Candidates are required to construct five sentences based on a given picture and a set of words to help them. Time to spend for this question is about fifteen minutes. The marks allocated for this section is ten. Answers are to be written in the space provided. Candidates are advised to spend about fifteen minutes on this question.

Section B (Question 2)

In question 2, there are two parts - 2a and 2b. Candidates are to transfer information accurately and appropriately from a text into a given framework or table.

The marks allocated for this section is ten. In 2b, candidates are required to give reason(s) to support decision or choice made. The marks allocated for this section is five. All answers to be written in the space provided. Candidates are advised to spend about twenty-five minutes for this section.

Section C (Question 3)

Candidates are required to write sentences describing the given pictures. Candidates may use the given words to help them in the description. Candidates are encouraged to express ideas creatively and add their own words and phrases correctly and appropriately. The marks allocated for this section is fifteen. Candidates are advised to spend about thirty-five minutes for this section. All answers are to be written on the space provided.

GENERAL PERFORMANCE

The overall performance of the candidates is satisfactory. Generally, candidates were able to answer Question 1 and 2 (a) correctly as required by the task. Excellent candidates were able to present their ideas in a variety of sentence structures. Candidates who were weak in the language were unable to express their ideas in question 2 (b) and 3. This indicates that candidates have yet to acquire the basic skills of writing which is needed to enable them to express ideas creatively

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS.**Candidates in the Highest Achievement Group**

Candidates in this group show the ability to construct simple, compound and complex sentences. They were able to express ideas creatively in all the three questions given. They were able to use the language confidently, thus reflecting their command of the language. Candidates in this group were able to use similes, proverbs and idioms relevantly exhibiting creativity and ability in sustaining the interest of the reader.

Candidates in the Middle Group

Candidates from this group were able to construct simple and compound sentences but errors occur occasionally. Ideas were rather mediocre without much elaboration presented in simple sentences. Generally errors made were due to word order.

Candidates in the Lowest Group

Candidates in this group faced difficulties in answering all the questions as required by the task. Their difficulties were due to lack of vocabulary and inability to construct simple sentences correctly. Most of the candidates resorted to direct lifting or inserting structural words when answering the questions. The errors made were mainly related to vocabulary, spelling, punctuation and grammar. The ideas presented were disorganised and confusing.

DETAILED PERFORMANCE

Question 1

Candidate's Performance

Overall, the performance of the candidates was satisfactory. Candidates were able to construct sentences as required by the task. Based on the given stimulus candidates were able to present ideas in simple, compound and complex sentences.

Excellent candidates were able to construct grammatically correct sentences based on the situation in the picture. They were able to present their ideas clearly and relevant to the stimulus. Candidates could use correctly new words or expressions in a variety of sentence structure.

Example A

A few people are sitting on a mat and
eating durians.

Analysis of the above example.

- The above example shows a compound sentence constructed by a candidate for question 1 with one word taken from the box. (word given as stimulus underlined in the above example)
- Ideas were arranged in the correct sentence structure.
- Ideas presented in the sentence were related to the stimulus.

Example B

There is a woman holding an umbrella.

Analysis of the above example.

- The above example shows a simple sentence constructed by a candidate for question 1 with two words taken from the box. (words given as stimulus are underlined in the above example)
- Ideas were arranged in the correct sentence structure.
- Ideas presented in the sentence were related to the stimulus.

Example C

The fruit seller is opening the durian
with a cleaver.

Analysis of the above example.

- The above sentence is constructed correctly without having any word taken from the box.
- The ideas in the sentence are related to the stimulus given.
- New words are used correctly.
- The sentence is grammatically correct.

A minority of the candidates were still unable to construct simple sentences. Although attempts were made at constructing simple sentences, errors occur due to lack of vocabulary in the language. Candidates also made errors related to spelling, punctuation and grammar. This leads to a disorganised structure and confusion of ideas.

1.

At the stall, the old woman choice a
durians to buy.

2.

The stall durians sells durians behind
the roadside.

Analysis of the above examples.

- The above sentences were constructed with words taken from the box. (words given are underlined in the above example)
- The sentence is grammatically and structurally incorrect.
- Ideas presented are disorganised.

Errors made by candidates

Candidates who tried to use the words given were not able to use them correctly.

Example: A man is sell durians at the stall in roadside.
At the stall behind the woman one basket.

Candidates were unable to use subject-verb agreement correctly for the singular and plural noun.

Example: The boys is eating the durians on the mat.
The woman are choosing a durians at the stall.

Candidates wrote sentences which are not relevant to the stimulus.

Example: Pak Mat is a hardworking and kind man.
There are many people choosing the durians at the stall.

Other errors found commonly made by candidates.

Example: This is a durians stall. (singular form)
There are two baskets full with durians. (preposition)
The man is selling the durians fruits at the stall. (redundancy)

NB: (words given as stimulus are underlined in the above example)

Question 2

Candidate's Performance

Generally for this question, candidates could score well for question 2(a) as they have mastered the ability to transfer the information into the given framework or table. For 2(b), most of the candidates were able to make their choice and give the relevant reason(s). A minority of the candidates still failed to express and justify their reason(s).

Question 2 (a)

Excellent candidates have mastered the ability to transfer the given information accurately and appropriately into the given framework or table. There were hardly any spelling and punctuation error.

	Camping	Bird Watching	Jungle Trekking
Location	<u>Taman Rimba</u>	Tanjung Bird Park	<u>Bukit Sinor</u>
Duration	3 days 2 nights	<u>1 day</u>	<u>2 days 1 night</u>

Accommodation	<u>sleep in tents</u>	<u>rest in a tree house</u>	orang asli village
Activity	<u>cooking competition</u>	<u>take photographs of birds</u>	learn to use the compass
Things you need	blankets, matches, torchlights	<u>camera, a pair of binoculars and a cap.</u>	<u>a pair of boots, a bottle of water and a compass.</u>

Analysis of the above example.

- Answers given were written correctly in the framework accordingly as required by the task.
- Handwriting was neat and legible.
- Punctuations were correctly used.

Candidates were careless in transferring the given information into the framework or table.

	Camping	Bird Watching	Jungle Trekking	
Location	Taman Rimba	Tanjung Bird Park	Butit Sinar	Punctuation error
Duration	3 days 2 nights	1 day	2 day 1 night	Grammar error - plural form
Accommodation	rest in tree house	Sleep in tents	orang asli village	Answers written in the wrong column
Activity	cookin competition	Take photograph of birds	learn to use the compass	Spelling error
Things you need	blankets, matches, torchlights	camera, binocular and a cop	boots, bottle of water and compass	

Candidates did not use correct punctuation for names of places.

Example: rimba (Rimba)

Candidates wrote wrongly for the plural form.

Example: 2 day 1 night (2 days 1 night)

Candidates wrote in the wrong column.

Example: rest in tree house (should be in the column for Bird Watching)
sleep in tents (should be in the column for Camping)

Candidates spelt the word incorrectly.

Example: cookin (cooking)
photograph (photographs)

Candidate's Performance
Question 2(b)

A majority of the candidates could make their choice and gave relevant reason(s) through a variety of sentence structure.

Excellent candidates were able to fulfill the task for this question by making their choice and conveying their reasons correctly and coherently. The subject matter was relevant with excellent use of the language.

I would choose jungle trekking
because I love the outdoor activity. I enjoy watching and
taking pictures of flora and fauna. I have
a camera and a compass. I go jungle trekking
on weekends with my friends and my father.
Sometimes I bring back wild orchid plants.
Jungle Trekking makes me fit and strong.

Analysis of the above example.

- Candidate was able to make a choice.
- Candidate was able to give reasons to justify the choice.
- Candidate gave reasons which were authentic and relevant to the information given.
- Reasons given were presented in a variety of sentence structures with hardly any grammatical error.

A minority of candidates were unable to express reasons clearly. This is due to their limited vocabulary and low proficiency in grammar. Their attempts made to justify reason(s) caused structural errors in the sentences. They merely copied the information given as justification to the choice made.

(b) You are interested in an outdoor activity. Based on the information given, which activity would you choose?

Give reasons for your choice.

Kamu berminat dalam aktiviti luar. Berdasarkan maklumat yang diberikan, aktiviti manakah pilihan kamu?

Berikan sebab-sebab kamu memilih aktiviti tersebut.

I would choose bird watching

because RM 50. It is 1 day. It is Tanjung Bird Park. Take photographs of birds. need a camera, binoculars and a car. Rest in a tree house.

Analysis of the above example.

- Candidate made a choice.
- Candidate lifted information from the question and wrote it as reasons for choice made.
- Candidate was not able to give reasons for his/her choice, nor elaborate on the given information as required by the task.

I would choose Camping RM200 3 days 2 nights
because taman Rimba cooking competition
bring blanket, matches and torchlight
sleep in tents

Analysis of the above example

- Candidates failed even to make a choice and to give reasons.
- Sentence structures given were disorganised and disorientated.
- Ideas are incomprehensible.

Errors made by candidates

Common errors made by the candidates for this question is the failure to answer as required by the task.

Candidates were unable to use vocabulary and phrases correctly.

Example: The **price** is RM 200. (incorrect)
The **fee** is RM 200. (correct)

Besides that, I can take part in the cooking competition. (incorrect)
Besides, I can take part in the cooking competition. (correct)

The activity is **located in** Taman Rimba. (incorrect)
The camping activity is held in Taman Rimba. (correct)

Accomodation is sleep in tents. (incorrect)
Tents were given as accommodation. (correct)

Candidate's Performance Question 3

Candidates were generally able to write correctly and proficiently based on the stimulus given. They were also able to use new words or expressions to make their description interesting in sustaining the interest of the readers. Ideas were presented through a variety of sentence structures which include simple, compound and complex sentences.

Excellent candidates were able to fulfill the task with the relevant subject matter by conveying their ideas correctly and coherently. They were able to use a variety of sentence structures and creative expression to maintain the flow of the description. They were also able to use words and phrases not given in the stimulus correctly. Candidates in this group have an excellent mastery of the language.

Lina, Rozita, Johan, Adam and Brian are helpful and kind children. They always help people when they need a favour. The five children are known as kind and loving children. Their parents are very proud of them.

Subject
change to
subject
number

Last week, the five of them visited a poor old woman who lived in a small house. She looked sad and her clothes were torn. Her house had holes and it was in a bad condition.

subject
introduction
related to
stimulus

The children took pity on the old woman so they decided to repair her house. The boys repaired the house with new pieces of wood. They also painted the walls so it would look beautiful.

new words
in phrases used
correctly to
present ideas

The girls, on the other hand had other things to do. They cleaned and tidied up the house. They also swept the floor with a broom and cleaned the compound so it would look neat and tidy.

Sequence of ideas correctly presented

After an hour of cleaning, the children finally finished their work. They also bought some new clothes for the old woman. The old woman was grateful to the children and she thanked them for their hard work. The children felt very happy.

A conclusion written with moral values.

Analysis of the above example.

- Candidate was able to present answer in paragraphs.
- Candidate was able to give a suitable opening to the story.
- Candidate was able to use the given words as well as new words correctly.
- Candidate was able to use phrases correctly.
- Candidate shows ability to sequence ideas correctly.
- Candidate was able to write a conclusion with moral values.

Candidates were able to use their own words and phrases correctly to make their description more interesting. For example, "walking and chatting happily", "kindly accepted their help", "from the bottom of her heart", "filled with tears of joy".

1.

The old woman could not repay their kindness with money, but the children were ^{very} happy they had done a good deed.

2.

she was very grateful and thanked
the children from the bottom of her heart.
Her eyes were filled with tears of joy at the
moment.

Weak candidates were unable express their ideas which leads to multiple errors especially in the tenses, subject-verb agreement, infinitive 'to' and other parts of speech. There were also weaknesses in spelling and punctuation.

Last week a group of children
helped an old women poor. The boy
is repaired and painted a walls. The
girls cleaned tidied house and
compound house. grateful the old
women thanked children. The old women
very happy.

Poor sentence
structure

incorrect
errors

ideas were
unclear

incorrect
use of present
tense

Analysis of the above example.

- Candidates failed to write sentences with correct structures.
- Candidates failed to write grammatically correct sentences.
- Ideas presented were unclear.
- Punctuation was used inaccurately

Errors made by candidates

Question 3

Candidates showed a weakness in using the words given in the past tense.

Example: The children **went to visited** their grandparents. (incorrect)
The children visited their grandparents. (correct)
The boys **is** repaired and painted the house. (incorrect)
The boys repaired and painted the house. (correct)
The girls **to** cleaned and tidied the house. (incorrect)
The girls cleaned and tidied the house. (correct)

Candidates were not able to use some of the words given correctly in their descriptions.

Example: It was one of the memorables for children. (incorrect)
It was a memorable day for the children. (correct)
The girls tidied to compound of house. (incorrect)
The girls tidied the compound of the house. (correct)
The old woman thanked to children. (incorrect)
The old woman thanked the children. (correct)

Candidates made errors in the subject-verb agreement of singular and plural nouns.

Example: The old woman **were** grateful. (incorrect)
The old woman **was** grateful. (correct)
The children **was** very happy. (incorrect)
The children **were** very happy. (correct)

Candidates used new words and expression incorrectly or inappropriately.

Example The children changed the broken woods with the new woods. (incorrect)
The children changed the broken planks with the new planks. (correct)
The children felt pity to the woman. (incorrect)
The children felt pity for the woman. (correct)
They also pulled out the grass. (incorrect)
They also pulled out the weeds. (correct)

SUGGESTIONS TO CANDIDATES

1. Handwriting must be neat and clear.
2. Read and understand instructions before attempting the questions.
3. Construct sentences that are relevant to stimulus.
4. Construct sentences using the correct grammar structure.
5. Learn to construct simple sentences before going into compound and complex sentences.
6. Acquire knowledge of punctuations to avoid confusion.
7. Check and make necessary changes after completing an essay.
8. Construct your own sentences rather than produce sentences given by the teacher.
9. Candidates should understand that learning English is a life-long process, so use English at all times.
10. Read more English books, magazines, articles etc.
11. Use the dictionary at all times.
12. Use English often, inside and outside the classroom.
13. Put grammar rules into practice in your daily writing activities.
14. Refer to your English teacher whenever you need help or ask when you do not understand.
15. Practise writing simple sentences on your own.

SUGGESTIONS TO TEACHERS

1. Teach candidates the language instead of the exam format.
2. Converse in English with the pupils as “practice makes perfect”.
3. Teachers should work towards improving their own proficiency.
4. Teachers should always refer to the dictionary when in doubt of how to use the language correctly.
5. Teachers should read more to increase word power.
6. Place equal emphasis on all components of language learning – grammar, writing, reading, listening and speaking.
7. Stress on the importance of legible handwriting.
8. Use a variety of teaching strategies to create interest in language learning.
9. Train pupils to be independent, to strive, to be life-long learners, to have thinking skills and to ask questions whenever in doubt.
10. Conduct drills on grammar, vocabulary, sentence structures and get pupils to apply in their writing activities.
11. Conduct oral activities with pupils on various stimulus and situations. Allow pupils to express their ideas.