



KEMENTERIAN PENDIDIKAN MALAYSIA  
Lembaga Peperiksaan

# SIJIL PELAJARAN MALAYSIA

# FORMAT PENTAKSIRAN

MULAI TAHUN 2021

BAHASA INGGERIS YANG DIJAJARKAN KEPADA CEFR  
( KOD: 1119 )

KURIKULUM STANDARD SEKOLAH MENENGAH (KSSM)



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**Sijil Pelajaran Malaysia: Format Pentaksiran Mulai Tahun 2021**

ini adalah tidak dibenarkan untuk diterbitkan semula, disimpan dalam cara yang boleh dipergunakan lagi atau dipindahkan dalam apa jua bentuk dan dengan apa cara pun sama ada secara elektronik, fotokopi, mekanikal, rakaman atau lain-lain sebelum mendapat izin daripada:

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## KATA PENGANTAR

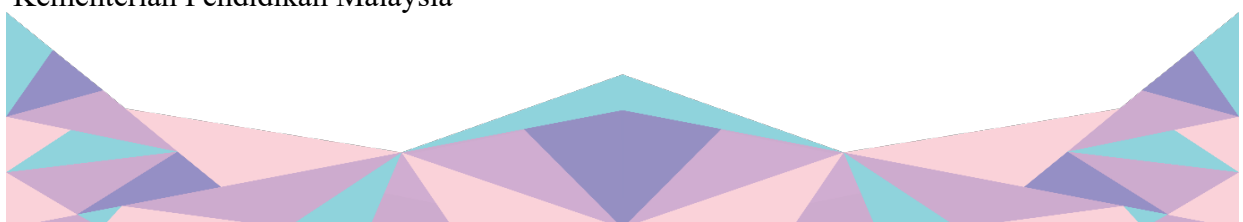
Lembaga Peperiksaan (LP), Kementerian Pendidikan Malaysia telah dipertanggungjawabkan untuk menggubal dasar-dasar pentaksiran, peperiksaan dan pengujian pendidikan berasaskan Falsafah Pendidikan Kebangsaan dan matlamat kurikulum. Sehubungan dengan itu, perekaan bentuk format pentaksiran baharu Sijil Pelajaran Malaysia (SPM) dilaksanakan oleh LP sebaik sahaja Kementerian Pendidikan Malaysia meluluskan Kurikulum Standard Sekolah Menengah (KSSM) Tingkatan Empat dan Tingkatan Lima mulai tahun 2020. Perekaan bentuk tersebut dilaksanakan **dalam lima fasa** utama iaitu pengkonsepsian, penentuan instrumen, pembinaan instrumen, kajian kesesuaian instrumen dan pemurnian serta penyediaan dokumen pentaksiran. Hal yang demikian bertujuan untuk memastikan agar kualiti pentaksiran dan peperiksaan kebangsaan mempunyai suatu standard atau piawai. Perekaan bentuk ini melibatkan semua mata pelajaran, termasuklah mata pelajaran **Bahasa Inggeris yang Dijajarkan Kepada CEFR** yang merupakan **mata pelajaran teras** pada peringkat SPM.

Dalam perekaan bentuk format pentaksiran, aspek penjajaran dengan kurikulum kebangsaan sangat diberikan keutamaan. Oleh sebab itu, format pentaksiran direka bentuk berdasarkan matlamat, objektif dan kandungan kurikulum standard seperti terkandung dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP). Prinsip-prinsip asas pentaksiran terutama aspek kesahan, kebolehpercayaan, kebolehlaksanaan dan penjaminan kualiti juga amat dititikberatkan. Pentaksiran turut memberikan fokus khusus kepada pencapaian objektif mata pelajaran dan aspek-aspek yang ditaksir, iaitu bidang pengetahuan, kemahiran dan nilai di samping memastikan keseluruhan pentaksiran mempunyai kerelevanan dan kecukupcukupan dari aspek standard kandungan dan standard pembelajaran. Melalui perekaan bentuk, LP berjaya menghasilkan format pentaksiran bagi mata pelajaran tersebut. Format pentaksiran ini telah diluluskan pada 21 Februari 2020 oleh Mesyuarat Jawatankuasa Kurikulum Kebangsaan (MJKK) dan digunakan sepenuhnya dalam SPM mulai tahun 2021.

Buku format pentaksiran ini diterbitkan dengan hasrat untuk mendekatkan pentaksiran dengan masyarakat, terutama semua guru, ibu bapa, murid dan calon peperiksaan. Harapan LP agar semua maklumat yang terkandung dalam buku ini dapat memberikan huraian yang jelas tentang perkara, cara dan bentuk pentaksiran dapat dilaksanakan. Usaha murni ini sangat penting untuk memberikan keadilan kepada semua calon yang menduduki peperiksaan dan menjaga kewibawaan institusi LP. LP merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam perekaan bentuk dan penghasilan format pentaksiran ini. Semoga pelaksanaan format pentaksiran ini akan dapat mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan serta mendukung Falsafah Pendidikan Kebangsaan.

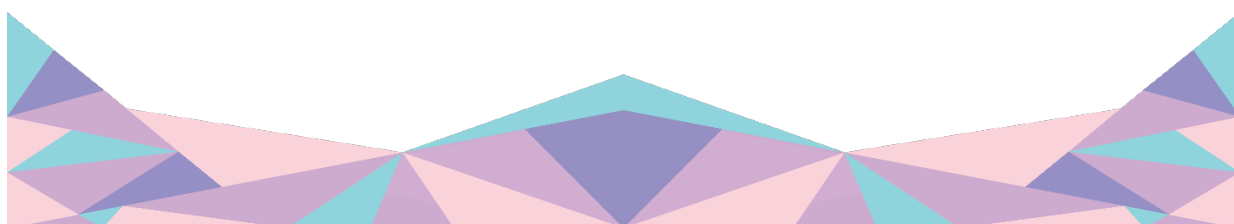
**DATO' HJ. PKHARUDDIN BIN HJ. GHAZALI**

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## 1.0 PENGENALAN

Kurikulum Standard Sekolah Menengah (KSSM) dilaksanakan secara berperingkat mulai tahun 2017 menggantikan Kurikulum Bersepadu Sekolah Menengah (KBSM) yang telah dilaksanakan sejak tahun 1989 bagi memenuhi hasrat yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025.

Selaras dengan perubahan itu, Lembaga Peperiksaan dan Cambridge English (CE) telah mengadakan perekaan bentuk format pentaksiran berdasarkan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) yang dikeluarkan oleh Bahagian Pembangunan Kurikulum (BPK). Seterusnya, perekaan bentuk format pentaksiran menjadi asas kepada pembinaan instrumen pentaksiran.

## 2.0 ASAS PERTIMBANGAN FORMAT PENTAKSIRAN

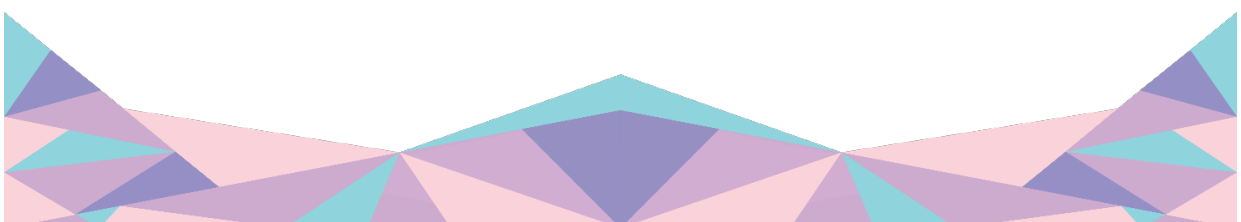
Beberapa prinsip yang menjadi asas pertimbangan dalam proses perekaan bentuk format pentaksiran Sijil Pelajaran Malaysia (SPM) ialah:

### 2.1 KESAHAN

Kesahan merujuk ciri ujian dan melibatkan dua perkara, iaitu kerelevanan dan kecukupcukupan. Perekaan bentuk instrumen pentaksiran ini telah memastikan semua konstruk (perkara yang ditaksir) dijelmakan berdasarkan objektif mata pelajaran. Item-item yang dikemukakan adalah akur dengan kurikulum standard dan spesifikasi ujian serta mempunyai kesesuaian dari segi kumpulan sasaran, aras kesukaran, konteks dan situasi. Kandungan instrumen pentaksiran mencakupi semua aspek pengetahuan, kemahiran dan nilai yang diperoleh dalam pendidikan mata pelajaran berkenaan, seperti yang dihasratkan oleh kurikulum standard.

### 2.2 KEBOLEHPERCAYAAN

Kebolehpercayaan merujuk ciri skor ujian dan melibatkan dua perkara iaitu ketekalan dan ketepatan. Di peringkat pembinaan, satu spesifikasi ujian direka bentuk bagi setiap instrumen pentaksiran untuk dijadikan piawaian. Ini adalah untuk memastikan ketepatan, kesetaraan dan ketekalan instrumen pentaksiran yang dihasilkan setiap tahun. Analisis data peperiksaan juga dapat menunjukkan tahap kebolehpercayaan sesuatu instrumen pengukuran.



### 2.3 **KEOBJEKTIFAN**

Keobjektifan merujuk kejelasan fungsi setiap instrumen yang dibina. Setiap instrumen pentaksiran dibina dengan tujuan khusus mengikut spesifikasi ujian tertentu. Jadual Spesifikasi Ujian berfungsi mengawal kefungisian instrumen yang dibina. Setiap pembina harus jelas dengan kehendak setiap instrumen pentaksiran yang dibina. Antaranya adalah konstruk yang ditaksir dan inferens yang boleh dibuat daripada skor yang akan diperolehi.

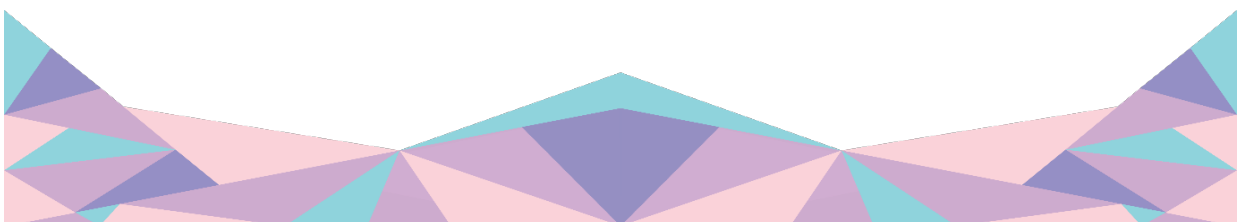
Dalam item berbentuk subjektif, keobjektifan juga merujuk kepada ketepatan seseorang pemeriksa memeriksa skrip jawapan atau ketepatan seseorang pentaksir memberikan skor calon. Dalam konteks ini, ciri keobjektifan pemberian markah atau skor boleh dipertingkatkan dengan menyediakan skema penskoran yang objektif serta markah atau skor yang diselaraskan melalui mesyuarat penyelarasan. Hal ini dapat mengurangkan perselisihan dalam pemberian markah atau skor dalam kalangan pemeriksa atau pentaksir bagi menjamin kebolehpercayaan skor.

### 2.4 **KEBOLEHTADBIRAN**

Kebolehtadbiran merujuk kebolehlaksanaan sesuatu program pentaksiran dari segi kos, masa dan personel sama ada program berpusat dan pentaksiran berasaskan sekolah.

### 2.5 **KEMUDAHTAFSIRAN**

Kemudahtafsiran merujuk keupayaan skor daripada proses pentaksiran dalam memberikan maklumat tentang seseorang murid dalam perkara yang ditaksir. Skor yang baik berupaya mendiskriminasikan murid yang mempunyai kepelbagaian keupayaan. Di samping itu, kemudahtafsiran dapat memberi sebab serta tujuan sesuatu ujian dan pentaksiran itu diadakan.

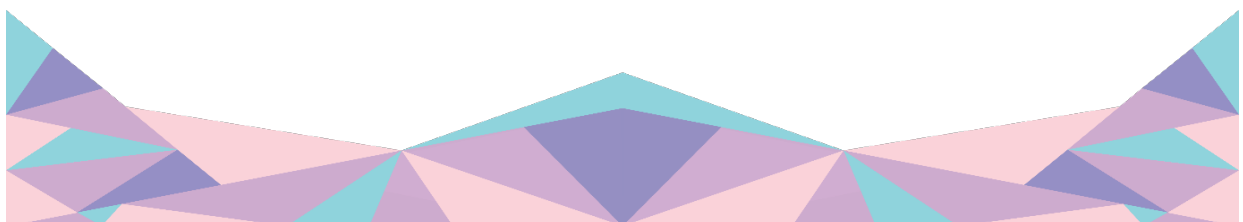


## **2.6 KEKOMPREHENSIFAN**

Kekomprehensifan sesuatu ujian atau pentaksiran merujuk sejauh mana sesuatu ujian itu mengandungi item yang mewakili semua objektif yang penting dalam kurikulum. Jelasnya prinsip-prinsip pentaksiran yang dinyatakan itu, merupakan landasan penting dalam menjalankan pentaksiran. Justeru, mereka yang terlibat dengan proses pentaksiran dalam pendidikan, sewajarnya akur akan prinsip-prinsip pentaksiran yang telah ditetapkan itu, agar matlamat dan objektif pentaksiran dapat dicapai dengan jayanya.

## **3.0 PUNCA KUASA**

Lembaga Peperiksaan, Kementerian Pendidikan Malaysia telah menyediakan format pentaksiran bagi mata pelajaran Bahasa Inggeris SPM yang Dijajarkan Kepada CEFR mulai tahun 2021. Format tersebut telah dibentangkan dan dipersetujui dalam Mesyuarat Jawatankuasa Kurikulum Kebangsaan, Kementerian Pendidikan Malaysia, Bil. 1/2020 pada 21 Februari 2020.



#### 4.0 SUBJECT AIMS

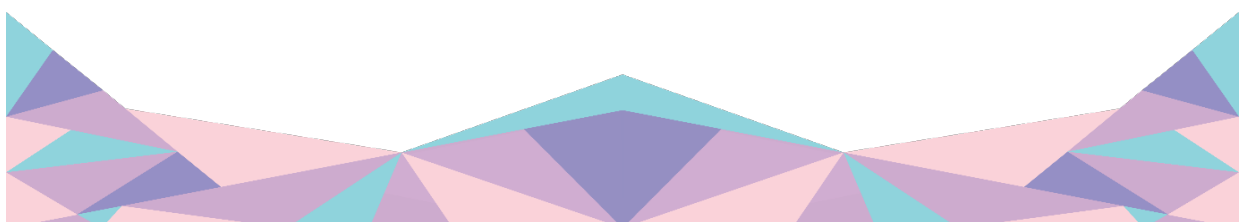
The CEFR-aligned Standards-Based English Language Curriculum (SBELC) aims to enable pupils to communicate confidently, proficiently and competently; be knowledgeable, respectful of other cultures and well-versed in emergent literacies; make calculated decisions through critical and analytical thinking, and collaborate with others to solve problems creatively and innovatively in the real world. The SBELC aims to reinforce pupils’ basic understanding of the English language so that they are able to communicate in the language for knowledge acquisition, future workplace needs and to enable them to communicate effectively in a variety of contexts.

(Curriculum Development Division, 2018)

The intended level aims generally to cover the Threshold and Vantage user ability range (CEFR B1 and B2), as defined by the CEFR.

<b>B</b>	<b>Independent user</b>	B1	Threshold or intermediate	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise while travelling in an area which the language is spoken.</li> <li>• Can produce simple connected text on topics that are familiar or of personal interest.</li> <li>• Can describe experiences or events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.</li> </ul>
		B2	Vantage or upper intermediate	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstracts texts, including technical discussions in their field of specialisation.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>

(CEFR document)





## 5.0 SUBJECT OBJECTIVES (SO)

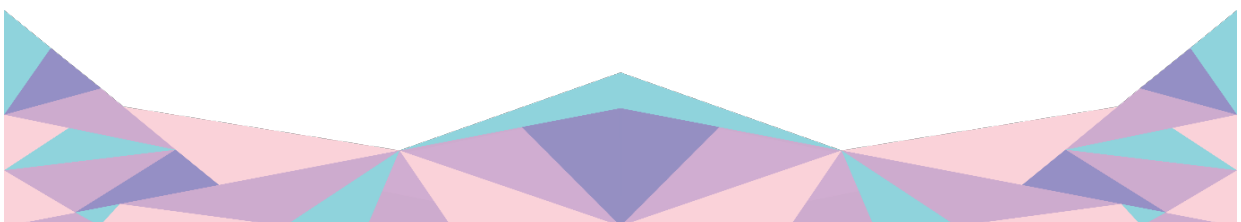
The SBELC aims for pupils to achieve the following objectives:

- SO 1:** Cultivate a love for literature to enhance aesthetic, imaginative and intellectual growth;
- SO 2:** Be critical readers who make informed arguments and decisions with cultural sensitivity, empathy and awareness;
- SO 3:** Explore, reflect and adopt values in literature on universal concerns and issues from various periods and cultures;
- SO 4:** Apply the knowledge, skills and values gained, to become global citizens;
- SO 5:** Communicate with appropriate language, form and style in a variety of contexts;
- SO 6:** Respond to, analyse and evaluate a variety of literary text types; and
- SO 7:** Appreciate and inculcate values, positive attitude, patriotism and citizenship through language activities.

## 6.0 ASSESSMENT OBJECTIVES (AO)

The revised test specifications take two key considerations as the primary focus; to align the test level more closely to the CEFR, and to be in line with similar alignment in terms of curriculum. In addition to this, it should be assumed that the relevant CEFR descriptors for levels (stated above) will be referenced throughout the test material production process.

- AO 1:** Ability to correspond, interact and collaborate with people for different purposes.
- AO 2:** Ability to understand and process information from various sources.
- AO 3:** Ability to use and present the information in spoken and written form.



**AO 4:** Ability to understand and give response to the different texts.

**AO 5:** Ability to express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form.

**AO 6:** Ability to understand and use grammar correctly and effectively.

## **7.0 ASSESSMENT CONSTRUCT**

### **7.1 Remembering and Understanding**

- Exhibiting memory of previously learned material
- Demonstrating understanding facts and ideas
- Recalling, understanding, describing, identifying, recognising, discussing

### **7.2 Applying**

- Adopting acquired knowledge, facts, techniques and rules in a different way
- Applying, using, developing, negotiating

### **7.3 Analysing**

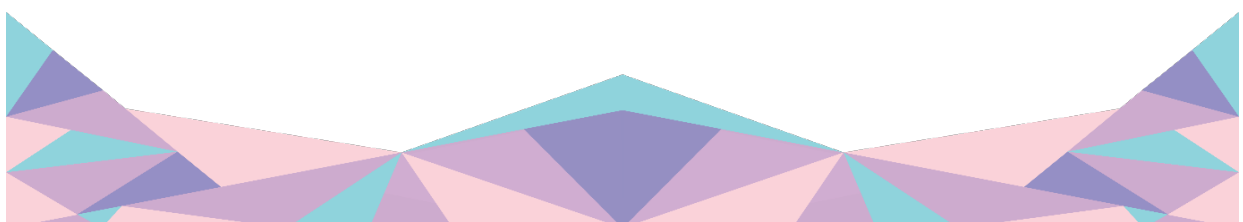
- Making inferences and finding evidence to support arguments
- Analysing, examining, comparing, contrasting, inferring, exploring

### **7.4 Evaluating**

- Presenting and justifying a stand or decision based on specific criteria
- Reflecting, relating, evaluating, justifying, criticising

### **7.5 Creating**

- Producing new or original work
- Writing, narrating, composing, reporting, elaborating, predicting



## 8.0 LEVEL OF PROFICIENCY

This is an examination targeted at Levels B1 – B2 in the CEFR.

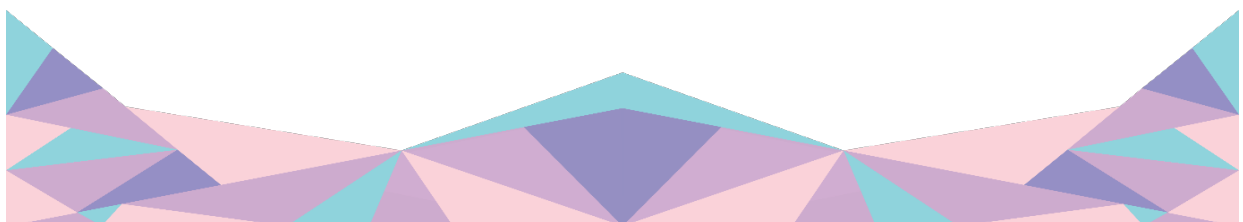
The combination of pretesting data and trialling alongside expert judgement throughout should ensure that test materials conform to established measures for difficulty at the B1 – B2 level.

## 9.0 FORMAT PENTAKSIRAN

Pentaksiran mata pelajaran Bahasa Inggeris yang diajarkan kepada CEFR menggunakan empat instrumen iaitu;

- 9.1 1119/1 Bahasa Inggeris Kertas 1 (Kemahiran Membaca)
- 9.2 1119/2 Bahasa Inggeris Kertas 2 (Kemahiran Menulis)
- 9.3 1119/3 Bahasa Inggeris Kertas 3 (Kemahiran Bertutur)
- 9.4 1119/4 Bahasa Inggeris Kertas 4 (Kemahiran Mendengar)

Format pentaksiran ini ditunjukkan pada halaman **11**.

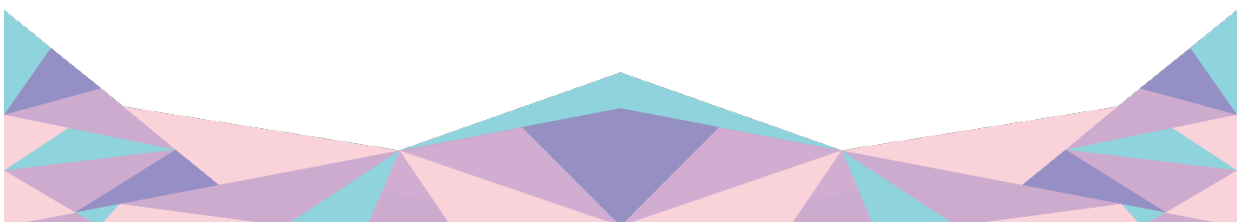


**FORMAT INSTRUMEN PEPERIKSAAN SPM MULAI TAHUN 2021  
MATA PELAJARAN BAHASA INGGERIS  
YANG DIJAJARKAN KEPADA CEFR (1119)**

Bil	Perkara	Kertas 1 (1119/1)	Kertas 2 (1119/2)	Kertas 3 (1119/3)	Kertas 4 (1119/4)
1	<b>Jenis Instrumen</b>	Ujian Pemahaman ( <i>Reading and Use of English</i> )	Ujian Penulisan ( <i>Writing</i> )	Ujian Bertutur ( <i>Speaking</i> )	Ujian Mendengar ( <i>Listening</i> )
2	<b>Jenis Item</b>	<ul style="list-style-type: none"> <li>Objektif Aneka Pilihan (OAP)</li> <li>Objektif Pelbagai Bentuk (OPB)</li> <li>Subjektif Respons Terhadap</li> </ul>	<ul style="list-style-type: none"> <li>Subjektif Respons Terhadap</li> <li>Subjektif Respons Terbuka</li> </ul>	<ul style="list-style-type: none"> <li>Subjektif Respons Terhadap</li> <li>Subjektif Respons Terbuka</li> </ul>	<ul style="list-style-type: none"> <li>Objektif Aneka Pilihan (OAP)</li> <li>Objektif Pelbagai Bentuk (OPB)</li> </ul>
3	<b>Bilangan Soalan</b>	<p><b>Bahagian 1:</b> 8 soalan (8 markah)</p> <p><b>Bahagian 2:</b> 10 soalan (10 markah)</p> <p><b>Bahagian 3:</b> 8 soalan (8 markah)</p> <p><b>Bahagian 4:</b> 6 soalan (6 markah)</p> <p><b>Bahagian 5:</b> 8 soalan (8 markah)</p>	<p><b>Bahagian 1:</b> 1 soalan (20 markah)</p> <p><b>Bahagian 2:</b> 1 soalan (20 markah)</p> <p><b>Bahagian 3:</b> 3 soalan (Jawab 1 soalan) (20 markah)</p>	<p><b>Bahagian 1:</b> 4 soalan untuk setiap calon</p> <p><b>Bahagian 2:</b> 1 soalan untuk setiap calon</p> <p><b>Bahagian 3:</b> 3 soalan untuk kedua-dua calon.</p>	<p><b>Bahagian 1:</b> 7 soalan (7 markah)</p> <p><b>Bahagian 2:</b> 8 soalan (8 markah)</p> <p><b>Bahagian 3:</b> 5 soalan (5 markah)</p> <p><b>Bahagian 4:</b> 10 soalan (10 markah)</p>
4	<b>Jumlah Markah</b>	<b>40 markah</b>	<b>60 markah</b>	<b>24 markah</b>	<b>30 markah</b>
5	<b>Wajaran</b>	25%	25%	25%	25%
6	<b>Konstruk</b>	Kemahiran membaca: <ul style="list-style-type: none"> <li>Memahami</li> <li>Mengaplikasi</li> <li>Menganalisis</li> <li>Menilai</li> </ul>	Kemahiran menulis: <ul style="list-style-type: none"> <li>Mengaplikasi</li> <li>Menganalisis</li> <li>Menilai</li> <li>Mencipta</li> </ul>	Kemahiran bertutur dan mendengar: <ul style="list-style-type: none"> <li>Memahami</li> <li>Mengaplikasi</li> <li>Menganalisis</li> <li>Menilai</li> </ul>	Kemahiran mendengar: <ul style="list-style-type: none"> <li>Memahami</li> <li>Mengaplikasi</li> </ul>
		<ul style="list-style-type: none"> <li>Pengetahuan sistem bahasa</li> <li>Nilai</li> </ul>			
7	<b>Tempoh Ujian</b>	1 jam 30 minit	1 jam 30 minit	13 minit	40 minit
8	<b>Cakupan Konteks</b>	Mencakupi semua standard kandungan dan standard pembelajaran yang terdapat dalam Dokumen Standard Kurikulum dan Pentaksiran			
9	<b>Aras Kesukaran</b>	Mengikut aras penguasaan CEFR: <b>B1 – B2</b>			
10	<b>Kaedah Penskoran</b>	<ul style="list-style-type: none"> <li>Dikotomus</li> </ul>	<ul style="list-style-type: none"> <li>Analitik</li> <li>Holistik</li> </ul>	<ul style="list-style-type: none"> <li>Analitik</li> <li>Holistik</li> </ul>	<ul style="list-style-type: none"> <li>Dikotomus</li> </ul>

## 10.0 CONTOH ITEM

- 10.1 Contoh item ialah item yang telah disediakan untuk memberikan idea kepada pengguna tentang kepelbagaian konstruk, konteks dan aras yang ditaburkan pada keseluruhan kertas peperiksaan berdasarkan piawaian spesifikasi ujian. **Rujuk Lampiran 1, 2, 3 dan 4.**
- 10.2 Pembinaan instrumen bagi setiap tahun berdasarkan satu spesifikasi ujian yang piawai. Wajaran konstruk dan aras kesukaran mengikut spesifikasi ujian tersebut tetapi boleh diukur pada konteks yang berbeza.

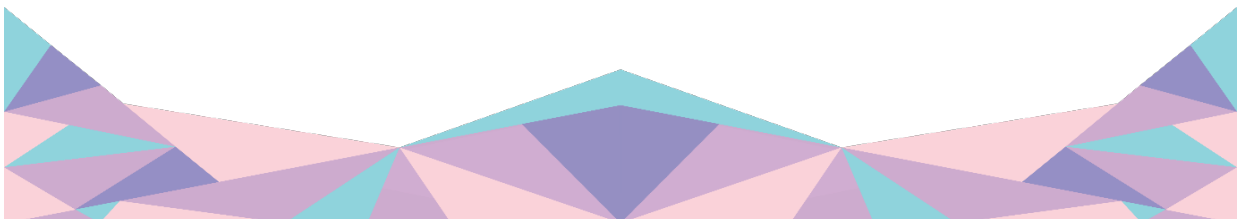


**SIJIL PELAJARAN MALAYSIA  
MULAI TAHUN 2021**

**BAHASA INGGERIS  
(1119)**

**CONTOH-CONTOH ITEM**

**1119/1 – BAHASA INGGERIS KERTAS 1**



**Part 1**

**Questions 1 to 8**

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**. For each question, mark the correct answer **A**, **B** or **C** on your answer sheet.

“Tea is a work of art and requires a master to draw out its best qualities,” claims Okakura in his famous *Book of Tea*.

We at *The Good Morning Tea Company* follow that same tradition, allowing tea drinkers to appreciate the art of tea in its purest form. With characteristics of the finest highland teas, our latest tea has been perfected.

- 1** The purpose of the advertisement is
- A** to introduce a new tea product.
  - B** to tell consumers how to identify good tea.
  - C** to improve the sales of tea from the highlands.

**The National Science Challenge – registration now open!**

Calling all Form Four students!

The National Science Challenge is a fantastic chance to show your science skills.

The four teams which make it to the final stage will compete in activities that will challenge them to solve problems. The champions will get the chance to go to the prestigious Nobel Prize Awards ceremony in Stockholm!

The second-placed team will go on a short study tour in Tokyo.

- 2** Which statement is true about the National Science Challenge?
- A** The final four teams will go against each other.
  - B** It is an individual event involving various activities.
  - C** Winners will get an award at the Nobel Prize Awards ceremony.

### Launching in February

#### Customer Notice

Free rides on the new Sg Buloh - Kajang train line are available starting from 4 p.m. until 11 p.m. on 14<sup>th</sup> February to celebrate its launch.

Until 31<sup>st</sup> March, passengers will also be able to enjoy a 50% discount on this line plus the same discount on bus services from all train stations.

- 3 Which of the following is true about the notice?
- A Free train rides are available throughout the launch day.
  - B Free bus rides will be provided at all train stations.
  - C Passengers have to pay normal fare after March.

#### **SUNRISE THEME PARK MERDEKA DAY VOUCHER [www.sunrisethemepark.com](http://www.sunrisethemepark.com)**

Get a RM25 reduction on ticket prices with this voucher.  
Tickets available at the ticket office or online.

#### **TERMS & CONDITIONS:**

- Minimum purchase of 12 tickets
- Valid every day except public holidays
- Available to Malaysians only
- Offer ends on 31<sup>st</sup> May

VOUCHER CODE: CU-1231

- 4 Which of the following is true?
- A The voucher can be used by everyone visiting the park.
  - B The tickets can only be purchased using the voucher code.
  - C The discount is available to locals buying a dozen tickets or more.



**Attention all students!**

Do you have what it takes to be a team player? Make our school proud!

Join us in a 5-km race.

**'My Malaysia Relay Run'**  
When? 30<sup>th</sup> June; 7.30 a.m.

Certificates will be given to all runners.

Compulsory training from 2<sup>nd</sup> June to 28<sup>th</sup> June.

Want to join? See Kumar of 5 Dahlia after the assembly.

- 5 The notice to students says that
- A students can represent the school individually.
  - B participants need to undergo coaching.
  - C anyone interested should speak to a member of staff.

Nick, I'm already here.

Sorry Julie, give me 10 minutes – traffic is terrible!

I know, I only got here five minutes ago. I'll wait – the movie starts in five minutes though!

Why don't you go in first? You have your ticket, right? Or we catch the next show?

It's fine. I'll get snacks. The adverts usually take 10 minutes anyway.

Okay!

- 6 Which of the following statements is true?
- A Julie and Nick are both affected by the traffic.
  - B Julie will get the tickets while waiting for Nick.
  - C Julie and Nick decide to watch a later movie.

We're hiring!

### Sales Managers

We are a growing international retail business based in London with branches in Paris, Seoul and Singapore and we are now opening in Kuala Lumpur.

Requirements:

- ❖ Degree in Marketing or related fields
- ❖ Minimum 2 years' retail experience
- ❖ Able to work on shift.

This is an excellent opportunity to join a company with big plans to expand right across Malaysia.

Send your CV to: [globalretail@mymail.com](mailto:globalretail@mymail.com)  
Closing date: 1 September

7 Which of the following statements is true?

- A There are job vacancies in various locations.
- B Fresh graduates can apply for the positions.
- C The company will open more branches.

**KUALA TERENGGANU:** Schools in the area have been given the green light by the Terengganu Education Department to delay schooling hours or cancel classes if the air pollution index (API) reaches an unhealthy level following fires in a nearby forest.

Its Director said the heads of the affected schools have the authority to make the decision.

"What is most important is the health of the students," he told the press today.

8 Which of the following statements is true?

- A All schools have been ordered to delay schooling hours.
- B The air pollution index is at an unhealthy level.
- C The school principals can choose to cancel classes.

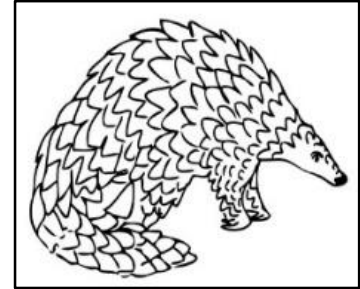
Part 2

Questions 9 to 18

Read the text below and choose the **best** word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

**The Pangolin**

The pangolin, often referred to as an anteater, is an animal usually found **(0)** in Asia. **(9)** \_\_\_\_\_ it is sometimes mistaken to be a reptile, it is in fact a mammal. Perhaps the most surprising and disappointing **(10)** \_\_\_\_\_ about the pangolin is that it is the world's most traded animal. Some estimates **(11)** \_\_\_\_\_ that sales of pangolins now account for up to 20 per cent of the entire wildlife black market. The demand for pangolins comes mostly from China where pangolin scales are thought to be a **(12)** \_\_\_\_\_ for many health problems yet there is no evidence to support this.



There are eight types of pangolins in the world. Generally, the scales on their skin **(13)** \_\_\_\_\_ 20% of the pangolin's body weight. Pangolins can **(14)** \_\_\_\_\_ about 20,000 ants a day or more than 70 million ants a year. An adult Pangolin's tongue is over 40 centimetres longer than the length of its **(15)** \_\_\_\_\_ body. Being solitary creatures, they meet only to find a partner and produce **(16)** \_\_\_\_\_ one and three young ones. Baby pangolins, which have a soft skin at first, are raised over a two-year period. When the pangolin senses **(17)** \_\_\_\_\_, it curls itself up into a ball. It will protect its face by hiding it under its tail.

The third Saturday of February each year is now 'World Pangolin Day' and there is a growing effort to **(18)** \_\_\_\_\_ awareness about saving these endangered creatures. It is hoped that the future generations can benefit from this effort.

- 0      **A.** in                      **B.** of                      **C.** at                      **D.** from
- 9      **A.** If                      **B.** Despite                      **C.** Since                      **D.** Although
- 10      **A.** fact                      **B.** news                      **C.** reason                      **D.** information
- 11      **A.** tell                      **B.** suggest                      **C.** advise                      **D.** propose
- 12      **A.** cure                      **B.** factor                      **C.** symptom                      **D.** prevention
- 13      **A.** consist of                      **B.** result in                      **C.** contribute to                      **D.** make up
- 14      **A.** find                      **B.** collect                      **C.** consume                      **D.** hunt
- 15      **A.** total                      **B.** entire                      **C.** actual                      **D.** overall
- 16      **A.** over                      **B.** among                      **C.** with                      **D.** between
- 17      **A.** risk                      **B.** threat                      **C.** danger                      **D.** problem
- 18      **A.** give                      **B.** make                      **C.** create                      **D.** introduce

**Part 3**

You are going to read an extract from an article. For **questions 19 to 26**, choose the correct answer (**A, B, C or D**) and mark the correct letter **A, B, C or D** on your answer sheet.

Looking back on my childhood, I remember sitting in our small kitchen watching my mother cooking. We were living in Ipoh, Perak. I was then six years old. My parents, my sister, my two brothers and I all lived together in an old wooden hut. Dad struggled to make a living in his coffee shop. Mum had to worry about our daily bread.

Our kitchen was simple. An earthen stove blackened by smoke forever greeted us with its round mouth. Mum would start her busy daily routine in the kitchen while I would be sitting, **happily watching her in action**. She would sit on a low stool in the kitchen and chop the wood with a clumsy axe. She would place the chopped wood under the stove and set them alight. As the wood burned, the food she cooked gave off a delicious aroma.

Times were hard so my mother could only afford to make us ordinary dishes, such as vegetables with dried shrimp and fried eggs. But for me, sitting at that old wooden table with the whole family, and gobbling up the steamy rice and the simple food was very much satisfying. Once in a while Mum cooked her favourite dish of steamed chicken and that would be a big occasion, indeed. By nature, she was a clean and tidy woman, but sitting by the fire at such moments her hair would be messy, forehead beaded with sweat and her cheeks covered in grey ash. But her large eyes shone with a beauty only a mother can have. These wonderful meals Mum laboured so hard to prepare helped brighten our lives even as poverty and hard times weighed us down.

When I was eight, our whole family moved south to Singapore. Life did not improve much as all six of us were forced to huddle in a rented room. Life conditions were really difficult. Mum just kept quiet and she preferred to stick with her family behind closed doors, and when she had to stir out of the room, she would go her own way, minding her own business. She was determined not to let the crowded conditions prevent her from feeding her

family properly. Now Mum would cook using coal instead of firewood. Mum had to buy the coal from the shop and carry it home. The process of cooking using it was even harder but it did not stop Mum from giving the best to her family.

I am sure she had much to worry about though she did not share her fears with us. Dad worked very hard and was out day and night. Mum would cook, share the meal with us and keep a portion for Dad. Then she quickly put out the fire to reuse the coal. Returning home late in the evening, Dad was tired and hungry but he would swallow down his cold dinner with no complaint. He understood that coal was expensive. During our first two years in Singapore, life was a struggle but slowly our fortunes improved. When I was ten years old, we finally moved into a new apartment.

We now had a large kitchen and most importantly, a gas stove. For Mum, all those years of chopping firewood and carrying coal home were over. The spontaneous rush of gas which now burst forth at the turn of the knob must have come as a great relief. Cooking became so much more enjoyable that she bought any new recipe books and tried them all. Working by the gas stove, she no longer seemed distracted by distant thoughts although she still missed her previous kitchen. Mum looked even happier when Dad started to help out in the kitchen. Dad even accompanied her on shopping sprees. Meals which had once been a source of comfort now became one of joy.

In the years that followed, grey hair had slowly appeared on my parents' heads and so had a sense of contentment with their lives. They now live in a good-sized apartment and the kitchen is equipped with a gas stove, an oven and a microwave – all conveniences that once seemed so impossible. Sitting on the balcony amidst the gorgeous flowers, they enjoy peace after those difficult years.

- 19 In paragraph 2, why does the writer use the phrase **happily watching her in action**?
- A She enjoyed being of help to her mother.
  - B She felt contented to be with her mother.
  - C She admired her mother's cooking skills.
  - D She found her mother's routine amazing.
- 20 In paragraph 3, what does the writer say about her mother's character?
- A She was discouraged by the economic hardship faced by the family.
  - B She was conscious of the way she looked when she was cooking.
  - C She was concerned about what the future holds for her children.
  - D She was determined to put food on the table for everyone.
- 21 In paragraph 4, how did the writer describe their new life in Singapore?
- A They could not go out much.
  - B The mother started a business.
  - C The family had to depend on others.
  - D They had to live in a cramped place.
- 22 In paragraph 5, what was the proof that their lives changed for the better?
- A It took them ten years to turn their lives around.
  - B They could afford to get a place of their own.
  - C The family reused the coal to save money.
  - D The father did not complain anymore.
- 23 What effect did moving to the new apartment have?
- A It made mum want to return to their old home.
  - B It meant that providing food was no longer problematic.
  - C It encouraged dad to spend more time with the family.
  - D It made the writer want to be more involved with the meal preparation.
- 24 Why had preparing meals become more pleasurable for Mum?
- A Buying groceries with Dad was fun.
  - B Trying out new recipes gave her joy.
  - C Using the gas stove made cooking simpler.
  - D Having a bigger area made her work easier.
- 25 How does the writer feel about her parents in the last paragraph?
- A grateful that they can grow old together
  - B relieved that their life has become easier
  - C envious of the possessions they now have
  - D disappointed that they are not as active as they once were
- 26 What is the purpose of the writer writing this article?
- A To share precious memories of her mother.
  - B To recall how she faced the difficulties in her life.
  - C To look back at how her Dad worked hard for the family.
  - D To show the beautiful relationship between her and her parents.

**Part 4**

**Questions 27 to 32**

*You are going to read an article about a student who went for a leadership camp for the first time. Six sentences have been removed from the article. Choose from the sentences **A to H** the one which fits each gap (27 to 32). There are two extra sentences which you do not need to use.*

*Mark your answers on the separate answer sheet.*

---

**A Camp for Future Leaders**

Being a school prefect, I often have to help other students. To provide them with an example to follow, I have to be their role model. Last month, for the first time, my school selected me to attend a leadership camp. Unsure of what to expect initially, I left with a real feeling of achievement at the end of the camp. I now know what it takes to be a good leader.

The camp activities were creatively designed to motivate and boost our confidence. For example, during the “Speak Easy” activity, we were encouraged to reveal our secrets and innermost feelings. To our horror, the facilitators made it compulsory for everyone to participate. 27  We had no choice but to build up our courage and speak up. This set the tone for future activities.

The next activity was something I had been looking forward to. It was a workshop on how to deal with disciplinary cases in the safest way possible. The hands-on activity taught me how to deal with these sorts of difficult situations. 28  This knowledge is something to be shared with the new prefects in my school.

The activity that had the most impact on me dealt with learning not to judge others based on looks or position. 29  This approach is not only useful for me as a prefect, but also in everyday life.

There were also other enjoyable experiences during my short stint at the camp. 30  But the truth was I occasionally got homesick. Fortunately, the warm and friendly attitudes of the staff put me at ease. I learned how to cope at a camp that felt like “home away from home”.

I was especially impressed with the camp facilitators who led the sessions. They were always approachable and helpful in ensuring that all the activities were fun, apart from giving us practical tips that would be useful in many aspects. 31  This would be an advantage to us not only now, but when we step into the working world.

The leadership camp is a great way to gain skills necessary for dealing with real-life situations. 32  Credit must be given to the great way the leadership camp was organised. It should be recommended to anyone else who aspires to be a leader.

<b>A</b>	We should listen to the views and ideas of all people.	<b>E</b>	We learned about time management and how to handle stress effectively.
<b>B</b>	Now, I am more confident about addressing problems of behaviour with the junior students.	<b>F</b>	I really tried to focus on all the positives.
<b>C</b>	Everyone who attended noticed a huge change in how they behave and treat people.	<b>G</b>	I also shared my experience with other leaders.
<b>D</b>	I was pushed out of my comfort zone.	<b>H</b>	Surprisingly, everybody volunteered to go first.



**Part 5**

**Questions 33 to 40.**

*We interviewed six teenagers about what community service means to them. Read the texts below and answer the questions that follow.*

**Teens on Community Service**

**A - SHAH, 16 years old**

Opportunities to volunteer are everywhere, even right in our own backyard. I started with something that I really believe and have an interest in – joining a project that gives free tuition to the little kids from a few poor families in my neighbourhood. That experience taught me to be more compassionate.

**B - JULIE, 14 years old**

When I was younger, I helped out at a nearby animal shelter. At first I didn't know many people there and wasn't very enthusiastic. Later, as I got to know the animals and staff members, I learned how to enjoy my time there. Every now and then, I go over to feed the animals and play with them. It is very beneficial and I get new experiences doing things that I've never done before.

**C - HOCK LIM, 17 years old**

I go to an old folks' home as a volunteer and spend time with the residents there. Sometimes, my friends and I go there after school. Listening to the stories about their past experiences has taught us some useful life lessons. Once in a while, we bring along a guitar to entertain them.

**D - AMELIA, 13 years old**

Last year, we had a class project where we had to complete 10 hours of community service. So my class decided to help clean up the zoo compound. Although very tiring, I feel that doing this type of community service is rewarding.

**E - JEREMY, 15 years old**

For as long as I can remember, I have always been involved in community service – going to children's homes with my parents to organise parties especially on special occasions. The joy on the children's faces never cease to warm our hearts and that's what keeps us going back.

**F - AIDA, 17 years old**

I wanted to support my local library so I set up a Story Corner and read to children on Saturdays. Setting up community projects is very meaningful, no matter how small it may be. Every little step counts. I hope that one day my classmates will join me.

**Questions 33 to 36**

*Which paragraph (A - F) describes the following experiences of community service?*

*Mark your answers on the separate answer sheet.*

	<b>Statements</b>	<b>Paragraph</b>
<b>33</b>	I did not enjoy the work initially.	.....
<b>34</b>	I organised my work by myself.	.....
<b>35</b>	I sympathise with the unfortunate in my area.	.....
<b>36</b>	I get input to have a better understanding of the world.	.....

**Questions 37 to 40**

*Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer.*

*Mark your answers on the separate answer sheet.*

**What We Know About Community Service**

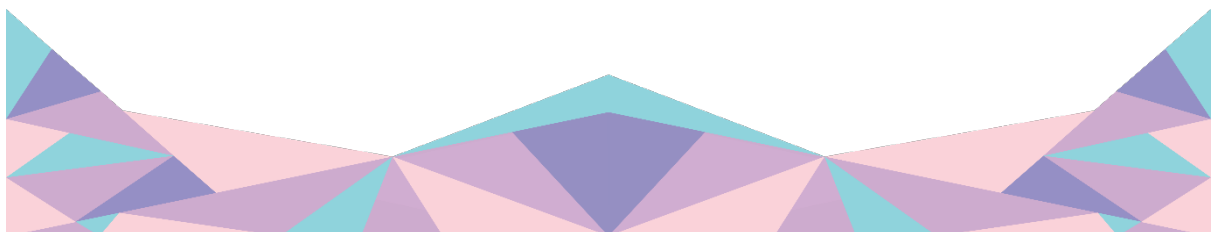
- Those who are interested in working with animals could help out at a (37) \_\_\_\_\_ or zoo.
- For senior citizens, it is useful to think of ways to (38) \_\_\_\_\_ them.
- Helping children is also about making them happy; celebrating birthdays by having (39) \_\_\_\_\_ is one way to do this.
- Try not to think too big. Do something that will make the lives of the needy more (40) \_\_\_\_\_ and happy.

**SIJIL PELAJARAN MALAYSIA  
MULAI TAHUN 2021**

**BAHASA INGGERIS  
(1119)**

**CONTOH-CONTOH ITEM**

**1119/2 – BAHASA INGGERIS KERTAS 2**







### Part 3

Write an answer to **one** of the questions **3 – 5** in this part. Write your answer in **200 – 250 words** in an appropriate style on this question paper. Put the question number in the box at the top of the answer space.

#### Question 3

You see this notice on the board outside the school library

**Articles wanted!**  
My School Canteen

- What other types of food would you like to be served?
- What special facilities should your canteen have?
- How can you improve your canteen?

Write us an article answering these questions.  
The best article will be displayed on the school magazine.

Write your **article**.

#### Question 4

You recently saw this notice in a magazine.

**Reviews required!**

Have you watched any interesting movies lately? Send us your movie review.  
Say what you enjoyed about the movie.  
Would you recommend the movie to your friends? Why?

The best reviews will be published in our newsletter.

Write your **review**.

#### Question 5

Your teacher has asked you to write a story for a school magazine. The story must have the title:

### **A Dream Comes True**

Your story should include:

- a description of the dream
- how the dream is achieved

Write your **story**.

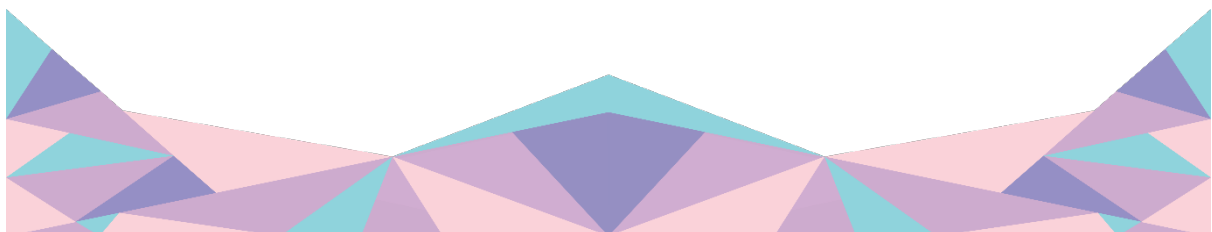


**SIJIL PELAJARAN MALAYSIA  
MULAI TAHUN 2021**

**BAHASA INGGERIS  
(1119)**

**CONTOH-CONTOH ITEM**

**1119/3 – BAHASA INGGERIS KERTAS 3**





**General questions**

**Part 1**  
3-4 minutes

*Phase 1*  
**Interlocutor**

Good morning / afternoon.

I'm ..... and this is my colleague ..... She'll just listen to us.  
First of all, we'd like to know something about you.

**Main questions**

**Back-up prompts**

Candidate A What's your name?  
Thank you.

Should I call you ...?

Candidate B And, what's your name?  
Thank you.

Candidate A Where do you live / come from?

Do you live in ...?

Candidate B How do you come to school?

Do you come to school by ...?

Thank you.

*Phase 2*  
**Interlocutor**

Now I'm going to ask you about **your daily routine**.

*Select one or more questions from the list to ask the candidates.*  
**Use candidates' names throughout.**

**Main questions**

**Back-up prompts**

What do you normally do after you wake up?

What is the first thing you do every day?

What do you usually do after coming back from school?

What do you do when you get home from school every day?

How do you spend your leisure time?

What do you do when you have free time?

What do you do on weekends?

What do you do on Friday/Saturday/Sunday?

Thank you.

**Note:**

- italic fonts are notes for the interlocutor only (not meant to be read aloud) and they represent actions that the interlocutor needs to do.

1. Family celebration  
2. A person you admire

Part 2  
3-4 minutes

**Interlocutor** In this part of the test, I'm going to give each of you a topic and I'd like you to talk about it on your own for about a minute. You also need to answer a question briefly about your partner's topic.

(Candidate A), it's your turn first. Here's your task.  
*Place Part 2 booklet, open at Task 2A, in front of Candidate A.*

I'd like you to **talk about a family celebration you had recently**. First, you have some time to think about what you're going to say.

**Candidate A** *Allow candidate 20 seconds to prepare.*  
⌚ approx.  
20 seconds

**Interlocutor** All right? You may start now.

**Candidate A** .....  
⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]*

**What can you say about this point? Tell me about ... (e.g. Tell me about this point.)**

**Interlocutor** Thank you.  
(Candidate B), what was the last celebration you had? Did you have a good time? Why?

**Candidate B** .....  
⌚ approx.  
20 seconds

**Interlocutor** Thank you. (Candidate A) Can I have the booklet, please? *Retrieve Part 2 booklet.*  
*Place Part 2 booklet, open at Task 2B, in front of Candidate B.*

Now, (Candidate B), here's your task. I'd like you to **talk about a person you admire**. First, you have some time to think about what you're going to say.

**Candidate B** *Allow candidate 20 seconds to prepare.*  
⌚ approx.  
20 seconds

**Interlocutor** All right? You may start now.

**Candidate B** .....  
⌚ 1 minute *Back-up prompts to be used if necessary. Use the prompts below. [the oblique '/' is included to make it as a choice.]*

**What can you say about this point? Tell me about ... (e.g. Tell me about this point.)**

**Interlocutor** Thank you.  
  
(Candidate A), who do you admire? Why?

**Candidate A** .....  
⌚ approx.  
20 seconds

**Interlocutor** Thank you. (Candidate B) Can I have the booklet, please? *Retrieve Part 2 booklet.*

**Online shopping**

**Part 3**  
4-5 minutes

**Interlocutor** Now, I'd like you to talk about something together for about three minutes. The task will have two parts. In the first part, you will discuss something **with each other** for about two minutes. Then, in the second part, you will have another minute to make a decision together. All right? Let's begin with the discussion task.

**Online shopping is gaining popularity in our country.** *Place Part 3 booklet, open at Task 3, in front of the candidates.* **Here are some reasons why people shop online** and a question for you to discuss. First, you have some time to look at the task.

**Candidates A&B** *Allow candidates 20 seconds to prepare.*  
⌚ *approx.*  
*20 seconds*

**Interlocutor** Now, talk to each other about **the reasons why people shop online.**

**Candidates A&B** .....  
⌚ *2 minutes*

*Back-up prompts to be used if necessary:*

**What do you think [candidate name]? What about this [pointing to option]?**

**Interlocutor** Thank you. Now you have about a minute **to decide together which is the most popular reason people shop online.**

**Candidates A&B** .....  
⌚ *1 minute*

**Interlocutor** Thank you. Can I have the booklet, please? *Retrieve Part 3 booklet.*

You've been talking about why people shop online, now let's hear your opinion on this. **In what ways does advertising on social media influence people's buying behaviour?**

*Select any of the following prompts as appropriate:*

- **What do you think?**
- **Do you agree?**
- **How about you?**

**Candidates A&B** .....  
⌚ *2 minutes*

**Interlocutor** Thank you, **[candidate A and candidate B]**. That's the end of the Speaking test.

## **A family celebration**

**Talk about a family celebration you had recently.**

**You should say:**

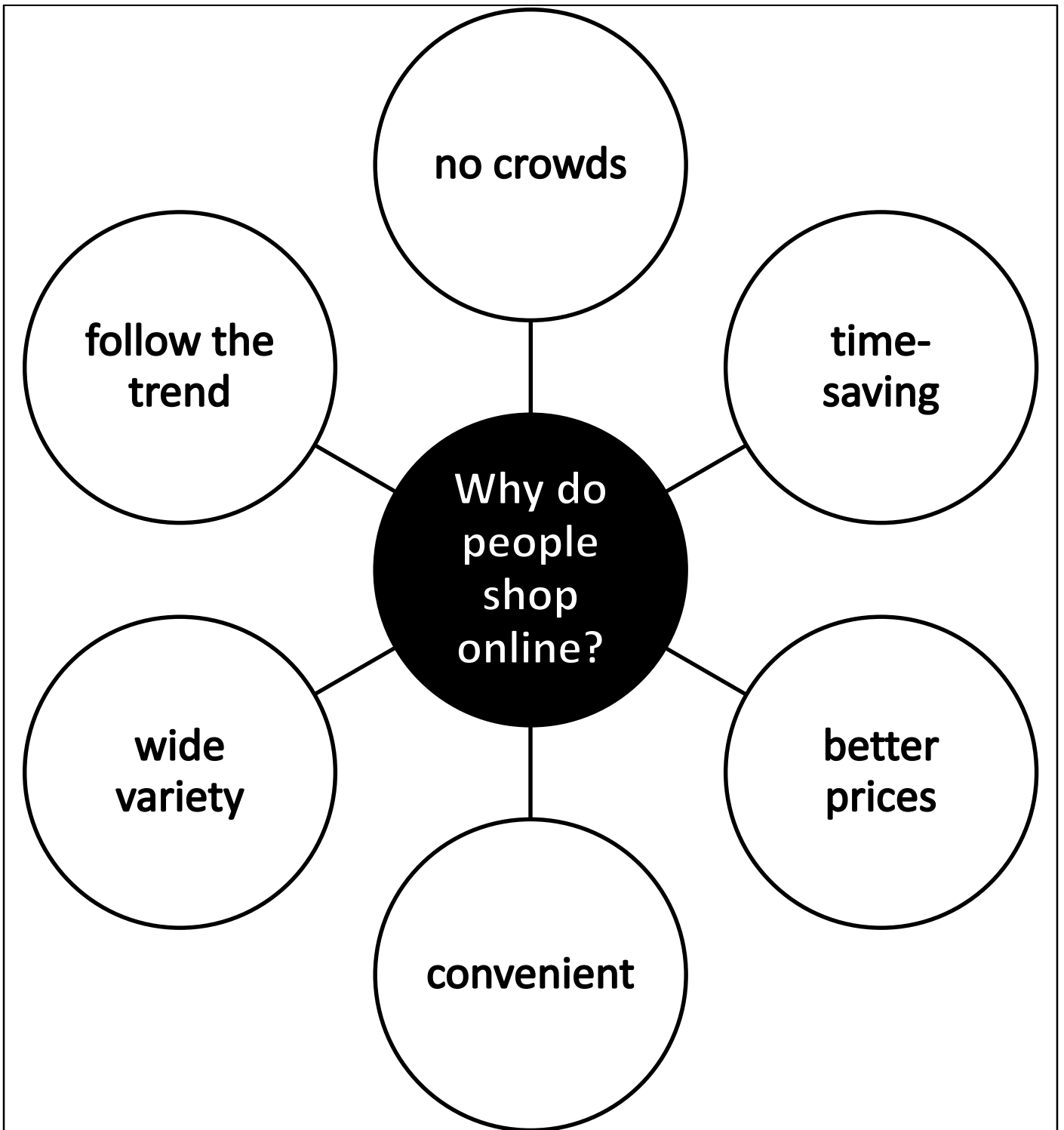
- **what the event was**
- **what you did there**
- **if you enjoyed yourself (why / why not?)**
- **why family celebrations are important in Malaysia**

## **A person you admire**

**Talk about a person you admire.**

**You should say:**

- **who this person is**
- **what this person looks like**
- **why you admire this person**
- **if you think it is important for people to have good role models (why / why not?)**

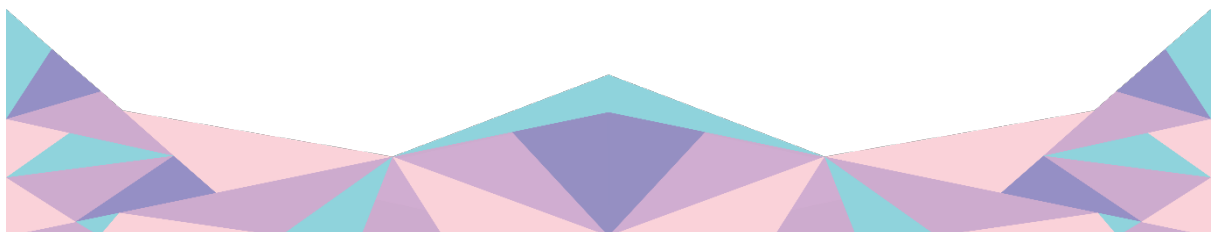


**SIJIL PELAJARAN MALAYSIA  
MULAI TAHUN 2021**

**BAHASA INGGERIS  
(1119)**

**CONTOH-CONTOH ITEM**

**1119/4 – BAHASA INGGERIS KERTAS 4**



**Part 1**

**Questions 1 to 7**

*You will hear people talking in seven different situations. For questions 1 to 7, choose the correct answer (A, B, or C).*

*You will hear each recording **twice**. Answer all the questions.*

- 1 The girl likes movies which
  - A have lots of fight scenes
  - B are shown on weekends
  - C let her use her imagination
  
- 2 When did the man realise he could turn his hobby into his job?
  - A when he was in Africa
  - B when travelling all over the world
  - C when magazines started publishing his work
  
- 3 The student loves sports because
  - A she enjoys competing
  - B it teaches her to use her time well
  - C it suits her sociable personality
  
- 4 What does the science teacher say is most important?
  - A Reading labels properly.
  - B Listening carefully to all instructions.
  - C Washing hands when you leave the laboratory.
  
- 5 According to the newsreader, people should
  - A stay indoors right now.
  - B expect bad weather at the weekend.
  - C make the most of the weather tomorrow
  
- 6 What does the woman say about the restaurant?
  - A The lights were too weak.
  - B The layout was suitable.
  - C The waiters were disappointing.
  
- 7 What was **not** a challenge for Ali?
  - A The route
  - B Reaching the top
  - C Changing weather



**Part 2**

**Questions 8 to 15**

*You will hear Roy talking about his skateboarding experience. For questions 8 to 15, circle the correct answer (A, B, or C).*

*You will hear the recording **twice**. Answer all the questions.*

- 8** What is the most important aspect of skateboarding according to Roy?  
**A** bending your knees  
**B** balancing your body  
**C** moving your weight around
- 9** When did Roy decide to be a skateboarder?  
**A** seeing the happiness on the skateboarder's face  
**B** after meeting a pro-skateboarder for the first time  
**C** watching a skateboarder showing some of his skills
- 10** Why is Roy fond of the t-shirt he got?  
**A** It has the pro skater's name on it.  
**B** It didn't cost him anything.  
**C** It brings him success.
- 11** Why does Roy prefer skateboarding to team sports?  
**A** He feels completely responsible for his own success or failure.  
**B** He thinks that individual sports are more challenging.  
**C** He becomes more competitive when skateboarding.
- 12** Which skateboard does Roy use the most?  
**A** Malibu board  
**B** Double-kick  
**C** Cruiser
- 13** Roy loves the skateboard that travels quickly as  
**A** it was his first skateboard.  
**B** it helps him improve his skills.  
**C** it gives him a thrilling sensation.
- 14** Why does Roy prefer skating on a plywood ramp?  
**A** It looks good.  
**B** It is smooth.  
**C** It is safer.
- 15** Roy tries doing new tricks with his skateboard because  
**A** he likes the excitement.  
**B** he can fly in the air.  
**C** he is good at it.

**Part 3**

**Questions 16 to 20**

*You will hear five short extracts in which teenagers are talking about shopping habits. For questions 16 to 20, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.*

*You will hear the recording **twice**. Answer all the questions.*

- A** Always look for the best bargain.
- B** Buy online as it is cheaper.
- C** Don't let others make your mind up for you.
- D** Ask yourself if an item is really necessary.
- E** Be careful not to buy on impulse.
- F** Get the best deal from the sales person.
- G** Don't fall for marketing tricks.

Speaker 1		<b>16</b>
Speaker 2		<b>17</b>
Speaker 3		<b>18</b>
Speaker 4		<b>19</b>
Speaker 5		<b>20</b>

**Part 4**

**Questions 21 to 30**

*You will hear a student, Azlan, talking about his experience as an exchange student in Italy. For questions 21 to 30, fill in the missing information in each numbered space.*

*Use **NO MORE THAN ONE WORD** for each space.*

*You will hear the interview **twice**. Answer all the questions.*

**Student Exchange Programme**

When Azlan applied for the exchange programme, he was worried about his (21) \_\_\_\_\_ being too small. When he arrived in Rome, Azlan had a chance to experience a different (22) \_\_\_\_\_ and enjoy an evening walk around the city. Azlan's host family took him to a nearby (23) \_\_\_\_\_ when they discovered he was interested in the local team. Azlan even took a photo with the team captain at a (24) \_\_\_\_\_.

The school organised a trip to Milan, where he ate some delicious pizza and went sightseeing in the (25) \_\_\_\_\_. Azlan was annoyed because he couldn't use his (26) \_\_\_\_\_ when he was on the school trip to Milan. In Milan, Azlan bought his mother an attractive (27) \_\_\_\_\_ made of silk. Azlan says that there is a difference between the Italian and Malaysian schools approach to learning but not sure which (28) \_\_\_\_\_ is better. Azlan reconsiders his (29) \_\_\_\_\_ after being on the exchange programme. Azlan's Italian host family is planning to visit Malaysia next (30) \_\_\_\_\_ because everyone is free then.



Lembaga Peperiksaan  
Kementerian Pendidikan Malaysia

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