



**FINAL EXAMINATION / PEPERIKSAAN AKHIR
SEMESTER 1 – SESSION 2017/ 2018
PROGRAM KERJASAMA**

COURSE CODE : ULAB2032
KOD KURSUS

COURSE NAME : ENGLISH FOR PROFESSIONAL COMMUNICATION
NAMA KURSUS

YEAR / PROGRAMME : 2ST YEAR – ALL PROGRAMME / TAHUN 2 – SEMUA PROGRAM
TAHUN / PROGRAM

DURATION : 2 HOURS / 2 JAM
TEMPOH

DATE : OCTOBER / NOVEMBER 2017
TARIKH

INSTRUCTION/ARAHAN :

1. Answer **ALL** questions in the spaces provided in this question booklet.
(Jawab **SEMUA** soalan di ruang yang disediakan di dalam buku soalan ini)
2. Candidates are required to follow all instructions given by the examination invigilators.
(Calon dikehendaki mematuhi semua arahan daripada pengawas peperiksaan)

(You are required to write your name and your lecturer's name on your question booklet)
(Pelajar dikehendaki menuliskan nama dan nama pensyarah pada buku soalan)

NAME / NAMA	:
I.C NO. / NO. K/PENGENALAN	:
YEAR / COURSE TAHUN / KURSUS	:
NAME OF COLLEGE NAMA KOLEJ	:
NAME OF LECTURER NAMA PENSYARAH	:

This examination paper consists of 18 pages including the cover
Kertas soalan ini mengandungi 18 muka surat termasuk kulit hadapan



PUSAT PROGRAM KERJASAMA

**PETIKAN DARIPADA PERATURAN AKADEMIK
ARAHAN AM - PENYELEWENGAN AKADEMIK**

1. SALAH LAKU SEMASA PEPERIKSAAN

1.1 Pelajar tidak boleh melakukan mana-mana salah laku peperiksaan seperti berikut :-

- 1.1.1 memberi dan/atau menerima dan/atau memiliki sebarang maklumat dalam bentuk elektronik, bercetak atau apa jua bentuk lain yang tidak dibenarkan semasa berlangsungnya peperiksaan sama ada di dalam atau di luar Dewan Peperiksaan melainkan dengan kebenaran Ketua Pengawas; atau
- 1.1.2 menggunakan maklumat yang diperolehi seperti di atas bagi tujuan menjawab soalan peperiksaan; atau
- 1.1.3 menipu atau cuba untuk menipu atau berkelakuan mengikut cara yang boleh ditafsirkan sebagai menipu semasa berlangsungnya peperiksaan; atau
- 1.1.4 lain-lain salah laku yang ditetapkan oleh Universiti (seperti membuat bising, mengganggu pelajar lain, mengganggu Pengawas menjalankan tugasnya).

2. HUKUMAN SALAH LAKU PEPERIKSAAN

2.1 Sekiranya pelajar didapati telah melakukan pelanggaran mana-mana peraturan peperiksaan ini, setelah diperakukan oleh Jawatankuasa Peperiksaan Fakulti dan disabitkan kesalahannya, Senat boleh mengambil tindakan dari mana-mana satu yang berikut :-

- 2.1.1 memberi markah SIFAR (0) bagi keseluruhan keputusan peperiksaan kursus yang berkenaan (termasuk kerja kursus); atau
- 2.1.2 memberi markah SIFAR (0) bagi semua kursus yang didaftarkan pada semester tersebut.

2.2 Jawatankuasa Akademik Fakulti boleh mencadangkan untuk diambil tindakan tatatertib mengikut peruntukan Akta Universiti dan Kolej Universiti, 1971, Kaedah-kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-pelajar), 1999 bergantung kepada tahap kesalahan yang dilakukan oleh pelajar.

2.3 Pelajar yang didapati melakukan kesalahan kali kedua akan diambil tindakan seperti di perkara 2.1.2 dan dicadangkan untuk diambil tindakan tatatertib mengikut peruntukan Akta Universiti dan Kolej Universiti, 1971, Kaedah-kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-pelajar), 1999.

SECTION A (40 marks)

REPORT: COMPREHENSION

Read the following memo report carefully.

Asia and Pacific Regional Bureau for Education
UNESCO

Memorandum

TO : Dato' Dr Zulkifli bin Alias, Director General
FROM : Osman bin Rafiq, Researcher
DATE : 25 October 2017
SUBJECT : A Review of Three Malaysian Education Policy Areas

1.0 INTRODUCTION

Malaysia has focused considerable effort on developing and improving its national education system since gaining independence in 1957. This can be seen in the financial investment in education, comprehensive educational plans and subsequent policy reforms. These measures are taken to ensure that Malaysian education system meet changing national aims and global demands. In fact, the Malaysian education system can be considered as an example of a model developed to support nation-building and economic growth.

But how does Malaysia stand internationally? When compared to the region's high-performing education systems with regard to student achievement, there appears to be room for improvement. The education system must be improved for Malaysia to become a developed nation by 2020. Therefore, the uniqueness of the Malaysian education system is examined to identify the specific strengths and challenges faced. Thus, the aim of this report is to highlight three policy areas and strengths and challenges relating to these policy areas.

2.0 FINDINGS

2.1 Teacher Development

National and international studies agree that Malaysia promotes strong professional standards and positive working conditions for its teachers. This achievement is above par as compared to other countries in the Asia-Pacific region. Indeed, an important part of the public investment in education goes toward teacher compensation and incentives. In terms of salary, the ratio of teacher pay relative to per capita Gross Domestic Product is estimated at 3.9. This is much better than the member countries of Organisation for Economic Cooperation and Development which are in the range of 1.5 - 2.0. Both primary and secondary teachers are trained in one of the 27 Institutes of Teacher Education. These educational institutions offer Bachelor of Teaching programmes, Post-graduate Education and Diploma in Education courses. In general, there is an increasing interest in Malaysia to attract, retain, motivate and develop teachers.

Despite these strengths, challenges that may affect high quality teachers and teaching practices were identified as the following. Firstly, in-service training is common in Malaysia and teachers are formally required to receive such training annually. However, the number of teachers actually benefitting from valuable in-service training programmes could be further improved. This is especially important for primary school teachers. There is a generally high commitment of teachers to their students. Nevertheless, a lack of administrative support within schools and an overload of administrative work for teachers may prevent Malaysian teachers from focusing on students' learning needs. Next, there are doubts about the principle of meritocracy. The principle of meritocracy is accepted and respected by the citizens. However, the public questions the possible negative impacts of allocating funds to schools based on narrow measures of academic excellence. Lastly, there are many training courses that promote leadership for school principals, education leaders and administrators. In spite of this, these staff could only be managers instead of leaders as they have been trained.

2.2 Examinations and School-based Assessment

Malaysia has a strong belief in structured formal assessment. The country has made significant public investments into the national assessment system. The school education system has regularly carried out reform and made adjustments in order to meet the needs and goals of the economy of a fast developing country. In order to achieve these needs and goals, students must possess a variety of skills. Essentially, these skills enable them to respond to present-day challenges. Therefore, assessment instruments, including the well-established national examinations, must respond to

changing needs in order to continue to be relevant. This means using current expertise in national examinations optimally, reorganising management to add value and investing in new forms of assessment. These measures are particularly crucial in support of the school-based assessment reform such as the PT3 (Pentaksiran Tingkatan Tiga or Form Three Assessment).

The key challenges in this policy area are categorised as follows. First, major public examinations which appear to dominate the assessment context may need to be reduced. This is because studies have found that these examinations present adverse effects. Next, the greatest care and caution should be applied in the use of major public examinations and the security of test results. This is because these test results are used to shape the future of individuals. Hence, the use of such tests should be managed by clear and transparent policy guidelines. Finally, expressing expectations into clear assessment policy objectives is compulsory. A clear assessment policy objective may provide greater understanding about what outcomes are being sought from the new school-based assessment reform. Thus, policy makers should clarify which of these assessment policy objectives have greater priority. If the objectives cannot be achieved, the assessment policy makers should offer other alternatives for students.

2.3 Curriculum Development

In recent decades, Malaysia has shown strong commitment to improving learning outcomes for its young people. This commitment is seen in a number of very significant reforms to its school curriculum. Malaysia has implemented five major curriculum reforms since it gained independence. In 2011, the curriculum was again enhanced with an increased focus on the importance of soft skills which will develop their life and work skills. Namely, these soft skills are creativity, innovation, entrepreneurship and ICT. This is consistent with the international trends which are moving away from students memorising information.

Despite this strong commitment, a number of challenges need to be overcome to support current curriculum reform efforts. These include challenges related to: 1) the high level of government control in policy making and supervision; 2) the impact of external factors on the quality of teaching and learning and 3) the development of teachers for policy change.

3.0 CONCLUSION

The findings show that the Malaysian experience provides a chance to identify a number of challenges common across different educational systems globally. The findings point to the importance of having top quality teaching professionals. This is true as it has a significant effect on the quality of instruction and consequently on students' performance. The findings also stress the significance of organising an assessment system efficiently. An efficient assessment system will determine whether the outcomes of an educational system fit the goals of the system's end users who are the teachers and students.

Adapted from:
Malaysia, Education for All 2015 National Review. Retrieved 11 July 2017, from UNESCO website,
unesdoc.unesco.org/images/0022/002211/221132e.pdf

A I. Based on the report, answer the questions that follow.

1. What is the purpose of the report?

(1 mark)

2. State the scope of the report.

(1 mark)

A II. Circle the correct option to answer each of the following items.

1. Which of the following are taken into consideration by Malaysian government to promote strong professional standards and positive working conditions for its teachers?

- I. Supporting national and international studies
- II. Providing teacher compensation and incentives
- III. Building educational institutions to train teachers
- IV. Being a member of Organisation for Economic Cooperation and Development countries

- A. I and II
- B. II and III
- C. I, II and III
- D. I, III and IV

(2 marks)

2. Which of the following are challenges that high quality teachers and teaching practices face?

- I. The unfulfilled leadership training
- II. The public reservation on meritocracy
- III. The administrative issues faced by teachers
- IV. The opportunity to attend in-service training programmes

- A. I and II
- B. I and III
- C. I, II and III
- D. I, II, III and IV

(2 marks)

3. The following are soft skills included in the curriculum

- I. creativity and innovation
- II. information memorisation
- III. entrepreneurship and ICT
- IV. development of life and work skills

- A. I and II
- B. I and III
- C. II and III
- D. I, II and IV

(2 marks)

4. What are the difficulties that Malaysian national education system experiences in implementing curriculum reform?

- I. Nurturing of soft skills among students
- II. Empowerment of teachers for policy transformation
- III. Involvement of government in policy making and control
- IV. Influence of outside factors on teaching and learning qualities

- A. I and II
- B. I and III
- C. I, II and III
- D. II, III and IV

(2 marks)

A III. Complete the following statements by writing your answer in NOT MORE THAN FIVE (5) WORDS.

1. Malaysian students must possess a variety of skills to meet the needs and goals of the economy of a fast developing country through _____
_____. (2 marks)
2. The use of major public examinations and the security of test results require _____
_____. (2 marks)

A IV. State in the brackets provided whether each of the statements given below is True (T) or False (F).

1. Malaysian national education system is successful in supporting nation-building and economic growth. []
2. Professional standards and working conditions of Malaysian teachers are better than in Asia-Pacific countries. []
3. The number of primary school teachers attending in-house training meets the target. []
4. Students must have a variety of skills to ensure the success of the nation's economy. []
5. Studies are in favour of major public examinations. []
6. Test results should be managed by clear and transparent policy guidelines. []

(6x1m= 6 marks)

A V. Match the bold words in the following sentences with words that mean the same in the report. Refer to the part of the report indicated in the brackets. Then write the words from the report in the blanks provided.

1. Parents and teachers should take immediate **steps** to overcome truancy problem in the school. _____
(Introduction)

2. The strange climate phenomenon is closely **studied** by a group of UTM scientists. _____
(Introduction)

3. The cause of the explosion has been **determined** by the police. _____
(Teacher Development)

4. They **frequently** work out at the gymnasium to stay healthy. _____
(Examinations and School-based Assessment)

5. Praying five times a day is **obligatory** for Muslims. _____
(Examinations and School-based Assessment)

6. This 100-year old building stands proudly because of its **solid** foundation. _____
(Curriculum Development)

7. The SEA Games is one of the most **important** international events to put Malaysia on the world map. _____
(Curriculum Development)

8. You should **emphasise** to your children that beauty is skin deep. _____
(Conclusion)

(8x1m = 8 marks)

A VI Circle the most appropriate answers from the options given.

Going by the results of the latest poll by a market research agency, the Land Public Transport Commission is on track in getting more residents in Kuala Lumpur to use public transport. However, passengers are bound to (1) _____ with urban migration, influx of foreign workers and visitors. But visitor arrivals to Malaysia in 2015 and 2016 were lower than 2014 and the number of foreign workers dropped. Also, the (2) _____ in consumer prices and lack of job opportunities over the past two years did not encourage urban migration. As such, passengers on public transport could easily (3) _____. For train, bus and taxi services to be popular, passengers must be satisfied with their services.

A survey in December 2015 (4) _____ that the overall satisfaction score for public transport users in Kuala Lumpur was 74 per cent. It grew (5) _____ 86 per cent by December 2016. Last year, more than 12 million foreign visitors travelled to Kuala Lumpur by public and private transportation which has increased by two per cent. We are (6) _____ towards transit-oriented development to maximise the amount of residential, business and leisure space within walking distance of train stations.

At the other end of the scale (7) _____ those who could not afford to own a car and find motorcycling too dangerous. They would have to depend on public transportation (8) _____ they can walk or cycle the distance. The challenge is getting drivers to leave their cars at home or near a bus or train station, and use public transportation. (9) _____ will not take the trouble to try public transportation as they are too used to driving.

Even though changes may be for the better, most people would not bother as they are accustomed to their set ways. Whether one chooses to drive or use public transportation, there are two major cost (10) _____ first is precious time, starting from leaving one's home including time wasted searching for parking, then walking to reach the office or shop. The second is expense, (11) _____ not many drivers realise the high maintenance and fuel costs of their vehicles. When parking is easily available, the charges are usually (12) _____. If parking is free, most of the lots are occupied.

Adapted from:
Chan, Y.S. (17 May 2017). Better to use public transport than drive. THE SUN DAILY
Retrieved 17 July 2017 <http://www.thesundaily.my/news/2017/05/17/better-use-public-transport-drive>.

1. A. increase
B. increases
C. increased

7. A. is
B. are
C. was

2. A. rise
B. rose
C. rises

8. A. but
B. unless
C. however

3. A. rise
B. drop
C. increase

9. A. Most
B. Much
C. More

4. A. report
B. reports
C. reported

10. A. -
B. A
C. The

5. A. in
B. to
C. from

11. A. who
B. what
C. which

6. A. move
B. moved
C. moving

12. A. high
B. higher
C. highest

(12x1m=12 marks)

SECTION B (20 marks)

Based on the situation and figures given, answer all questions that follow.

Malaysian Royal Police has recorded an increase in road accidents from 2007 to 2016. These traffic accidents have led to permanent injuries and even deaths to victims. Family members and insurance companies also have suffered from these unfortunate events. Newly registered vehicles recorded by Department of Motor Vehicles during the same period also showed an increase. It has been observed that there seems to be a correlation between the number of traffic accidents and newly registered vehicles. This scenario has raised much concern from the public and the relevant government authorities.

As a researcher at Malaysian Institute of Road Safety Research (MIROS), you have been directed by the Director General, Professor Dr Wong Shaw Voon, to conduct a study on this matter. At the end of the study, you are required to write a report highlighting the connection between traffic accidents and newly registered vehicles for the past ten years. Finally, you are required to suggest ways for the relevant authorities to reduce traffic accidents.

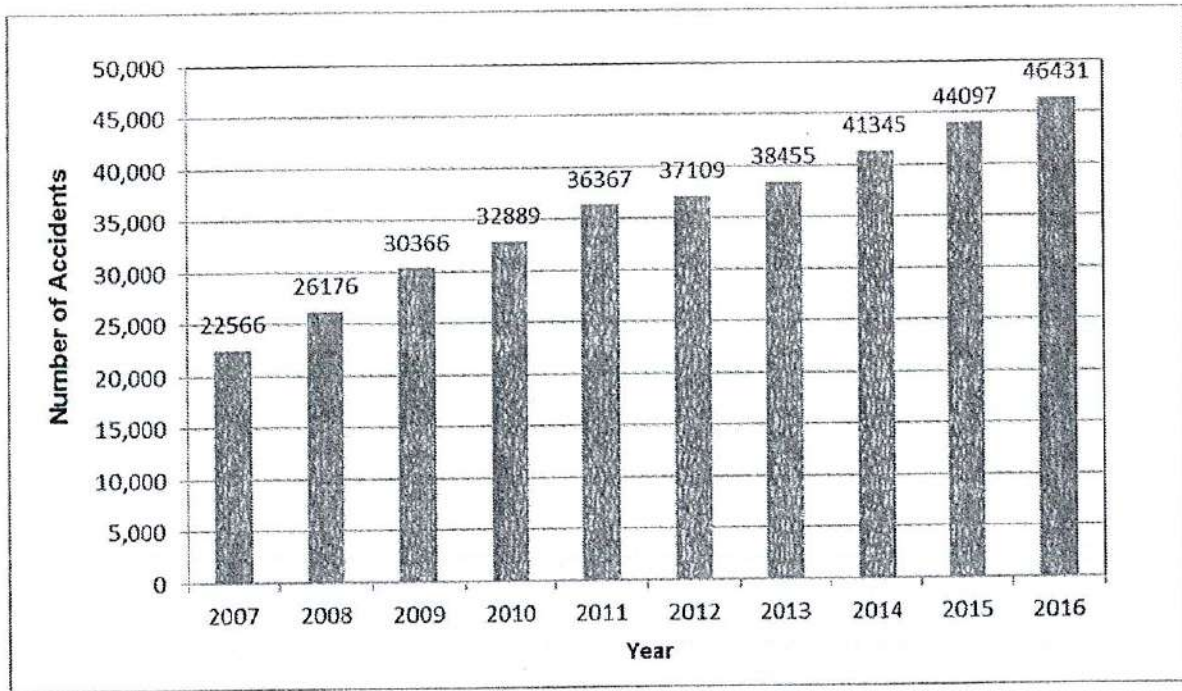


Figure 1: Road Accidents in Malaysia, 2007 – 2016

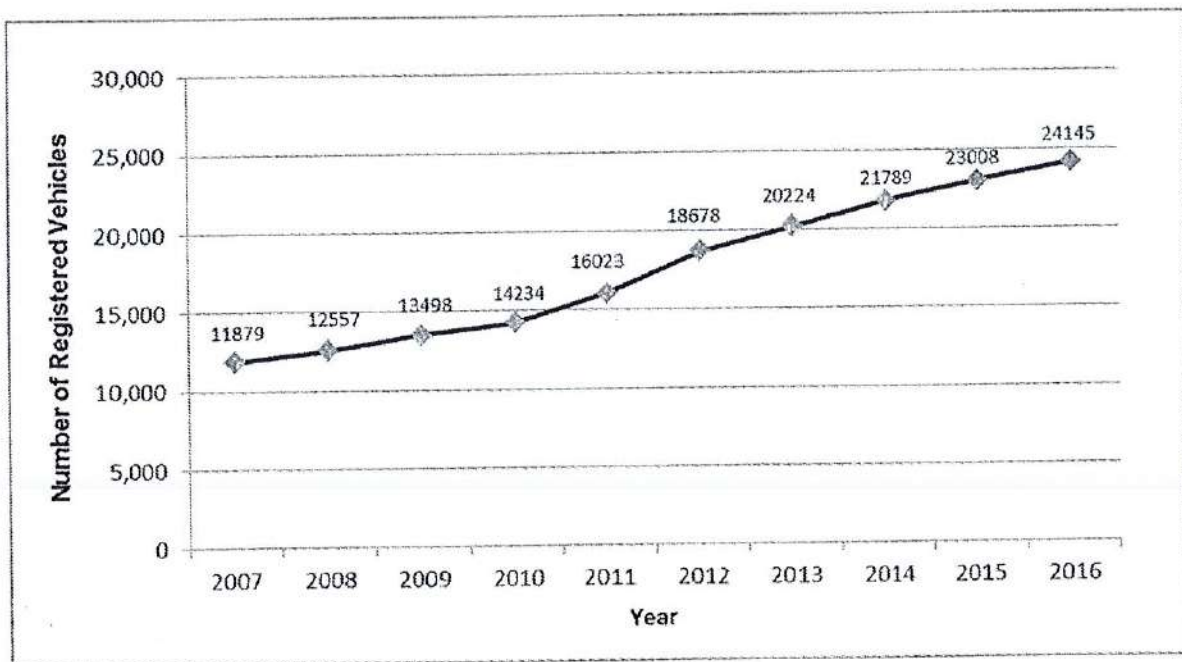


Figure 2: Newly Registered Vehicles in Malaysia, 2007 – 2016

Adapted from
https://www.researchgate.net/profile/Anil_Minhans/publication/299472158/figure/fig1/AS:391369303576581@1470321121624/Figure-1-Increasing-trends-in-total-registered-vehicles-and-road-accident-in-Malaysia.pptm

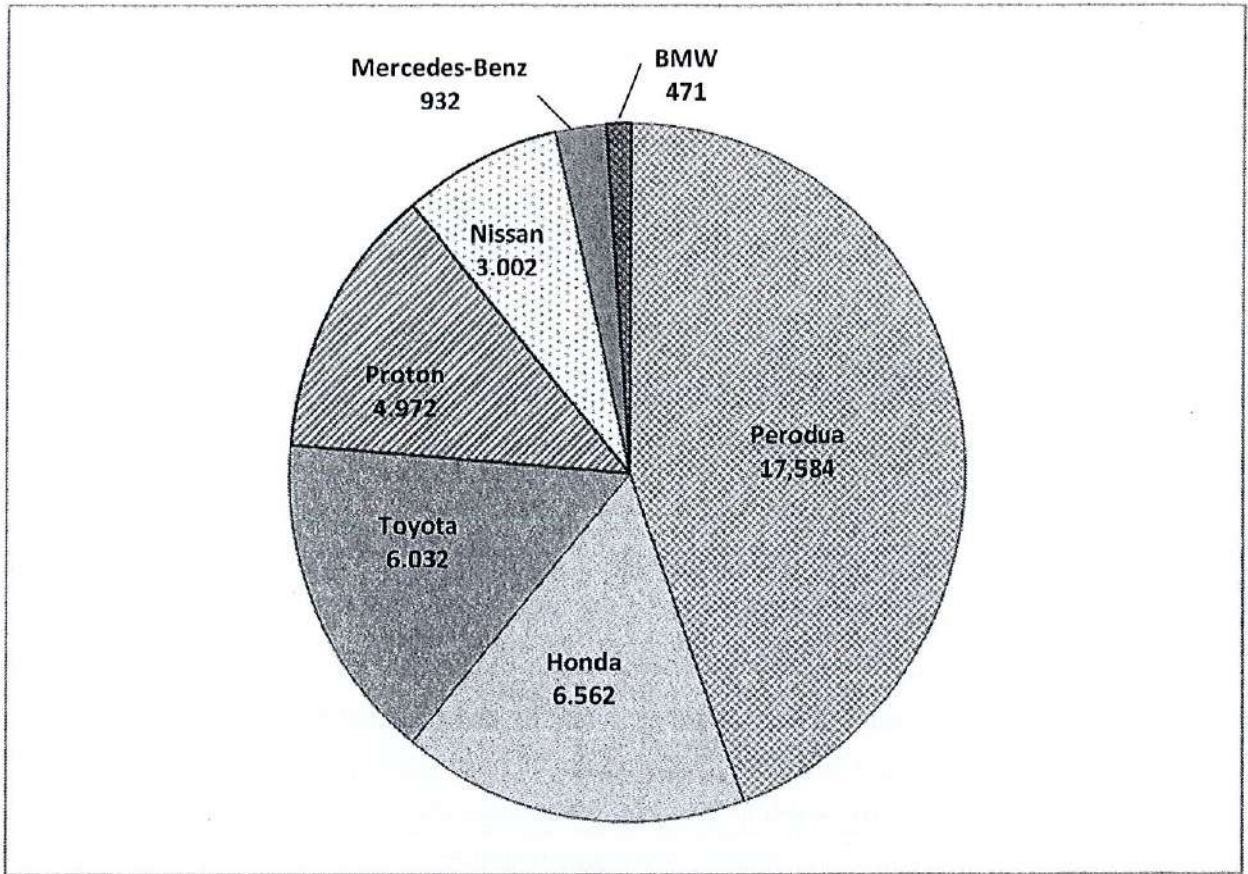


Figure 3: Car Sales in Malaysia, January-April 2016

Adapted from <https://cilisos.my/wp-content/uploads/2015/05/April-2015-sales-by-brand-2.jpg>

Research and Analysis Unit
Malaysian Institute of Road Safety Research (MIROS)

Memorandum

TO : _____ (1 mark)
FROM : _____ (1 mark)
DATE : 12 November 2017
SUBJECT : _____ (2 marks)

1.0 INTRODUCTION

Since the last ten years, the Malaysian Royal Police has recorded an increased in the number of road accidents. This scenario can be seen throughout the states in Malaysia, including Sabah and Sarawak. These accidents have led to permanent injuries and even deaths to the victims, which in turn, has led to financial problems to the victims' families. Insurance companies, too, have incurred substantial financial loss in claims.

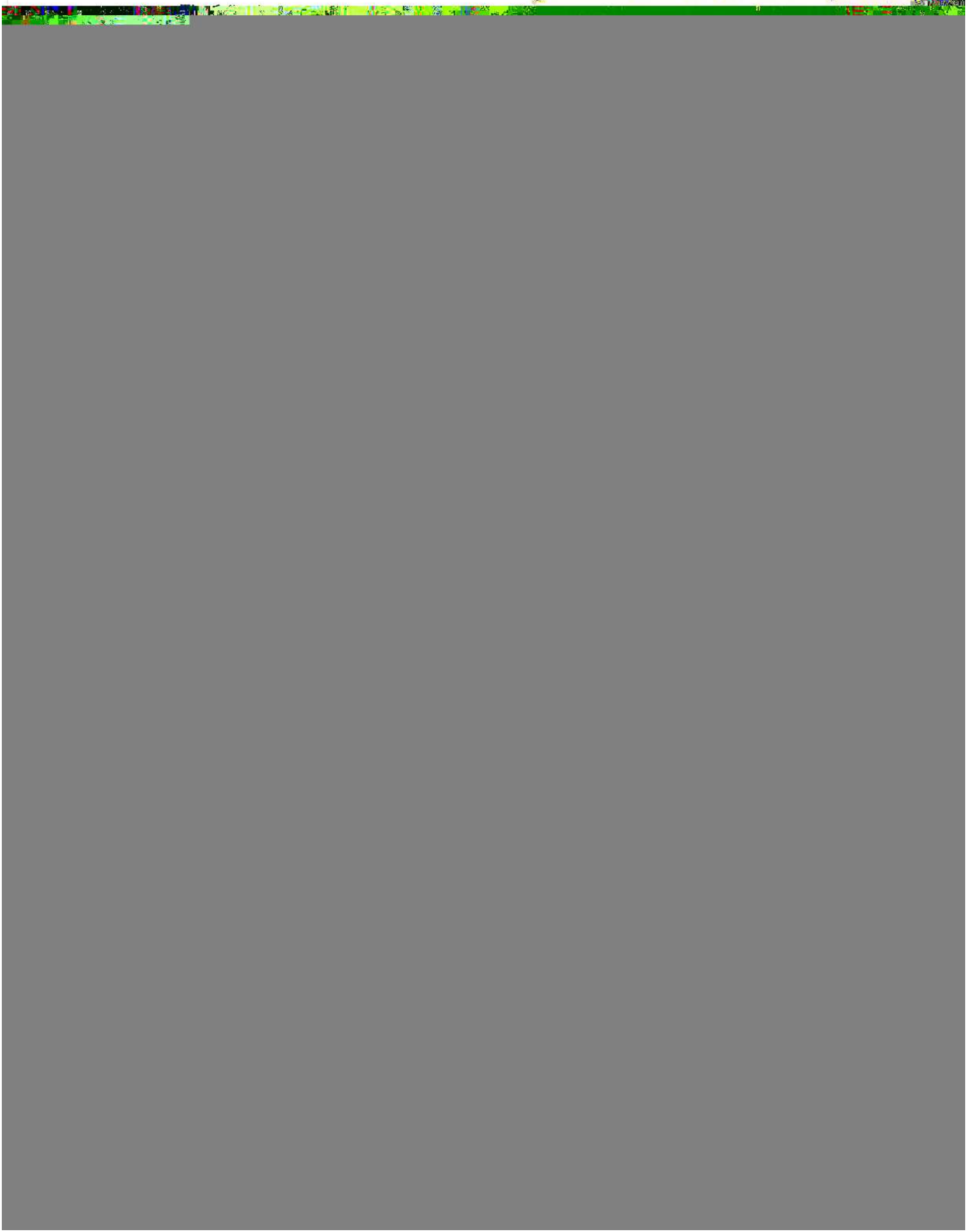
During the same period, the Department of Motor Vehicles also saw an increased in the number of newly registered vehicles. This increase was due to the rapid automotive sales growth throughout the country. The state that had the highest sales record was Selangor. This grim current development has raised concern from the public and the relevant authorities. It is feared that, if no immediate action is taken to reduce traffic accidents and the ever increase of newly registered vehicles in the country, Malaysians may witness higher death rate and more people suffering from permanent injuries. Hence, this report attempts to _____

(1 mark)

This report will also _____

(1 mark)

2.0 FINDINGS



(3 marks)

3 CONCLUSION

It can be seen that the number of traffic accidents in Malaysia is influenced by the volume of newly registered vehicles. Hence, if the trend of newly registered vehicles shows a slump, there is a possibility that the number of traffic accidents will drop.

3.1 Forecast

Forecast on the number of Traffic Accidents in Malaysia in 2021 (if no further action is taken by the relevant authorities)

(3 marks)

3.2 Recommendation

Therefore, the relevant authorities should play an active role in reducing the number of traffic accidents in the country. The following are two measures that could be taken:

3.2.1

3.2.2

(2 x 1m = 2 marks)

END OF PAPER

Mukasurat ini sengaja dibiarkan kosong

[This page is purposely left blank]

Mukasurat ini sengaja dibiarkan kosong

[This page is purposely left blank]