

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SUBJECT NAME : Bahasa Melayu (Q.P. CODE /Set No. 099/19)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <ul style="list-style-type: none"> • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totaling of marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totaling on the title page. • Wrong totaling of marks of the two columns on the title page. • Wrong grand total. • Marks in words and figures not tallying/not same. • Wrong transfer of marks from the answer book to online award list. • Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
19	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
20	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
BAHASA MELAYU (Subject Code-099)
(PAPER CODE : 19) (M19099)

Q.No.	EXPECTED OUTCOMES/VALUE POINTS	Marks										
	BAHAGIAN A (20 Markah)											
	SOALAN 1 (5 Markah) <table><tr><td>(I)</td><td>(C)</td></tr><tr><td>(II)</td><td>(B)</td></tr><tr><td>(III)</td><td>(D)</td></tr><tr><td>(IV)</td><td>(D)</td></tr><tr><td>(V)</td><td>(C)</td></tr></table>	(I)	(C)	(II)	(B)	(III)	(D)	(IV)	(D)	(V)	(C)	
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	SOALAN 2 (5 Markah) <table><tr><td>(I)</td><td>(C)</td></tr><tr><td>(II)</td><td>(B)</td></tr><tr><td>(III)</td><td>(D)</td></tr><tr><td>(IV)</td><td>(A)</td></tr><tr><td>(V)</td><td>(D)</td></tr></table>	(I)	(C)	(II)	(B)	(III)	(D)	(IV)	(A)	(V)	(D)	
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	BAHAGIAN B (20 Markah)	
	<p>SOALAN 4</p> <p>Punca masalah sosial dalam kalangan masyarakat</p> <ul style="list-style-type: none"> • Para remaja kurang diberi perhatian oleh ibu bapa mereka, khususnya yang bekerja di Kawasan bandar. • Ibu bapa sibuk bekerja sehingga mengabaikan tanggungjawab mereka. • Ibu bapa pula berpendapat bahawa pemberian wang yang secukupnya kepada anak-anak sudah memadai tanpa memberikan kasih sayang dan perhatian. • Mereka terjebak dalam gejala negatif akibat bergaul dengan kumpulan yang salah. • Melakukan perbuatan yang tidak baik kerana hendak melarikan diri daripada masalah yang menimpa keluarga mereka. • Para remaja yang buntu dengan masalah yang dihadapi keluar dari rumah lalu mencari kebebasan dengan bergaul dengan kumpulan yang tidak senonoh. 	
	<p>SOALAN 5</p> <p>(a) Kepentingan menjaga kebersihan sekolah</p> <p>Pendahuluan</p> <ul style="list-style-type: none"> - Kebersihan sekolah adalah penting kerana sekolah yang bersih dapat mencipta persekitaran pembelajaran yang selesa dan kondusif. Kita semua perlu memainkan peranan dalam menjaga kebersihan sekolah untuk kebaikan bersama. <p>Isi-isi</p> <ul style="list-style-type: none"> - Kebersihan amat penting – kebersihan asas Kesihatan – Kawasan - sekolah yang bersih amat penting kepada murid - kebersihan sekolah perlu dijaga – mewujudkan suasana yang selesa – begitu seronok untuk belajar di sekolah -terhindar daripada penyakit - menjaga kebersihan Kawasan sekolah merupakan peraturan – tidak membuang sampah dengan scsuka hati – menyertai program kebersihan yang dijalankan de sekolah - kempen kebersihan perlu dilakukan dari demasa ke semasa – pertandingan kelas terbersih – memberikan kesedaran dan galakan kepada murid <p>Penutup</p> <ul style="list-style-type: none"> - Harapan – menyeru semua murid agar mengutamakan kebersihan sekolah pada setiap masa – kebersihan sekolah perlu dipelihara dan dikekalkan – untuk kebaikan semua 	

	<p>(b) Pengalaman berkelah Bersama-sama keluarga</p> <p>Pendahuluan</p> <ul style="list-style-type: none"> - Berkelah di Kawasan air terjun bersama-sama dengan anggota keluarga – menyatakan tempat berkelah – detik yang sangat berharga kerana dapat meluangkan masa dengan keluarga <p>Isi-isi</p> <ul style="list-style-type: none"> - Masa bertolak dari rumah dan tiba di tempat berkelah – berasa teruja kerana pemandangan di Kawasan air terjun itu Indian nian – menghirau - Menghamparkan tikar mengkuang di bawah pohon ru yang rendah – menyusun bekalan makanan yang dibawa dari rumah - Menukar pakaian kerana berasa tidak sabar untuk mandi – air terjun itu sangat jernih – terjun ke dalam air – airnya sangat dingin – menggigil kesejukan - menikmati hidangan yang dibawa selepas puas mandi – manda – sangat berselera – merakamkan gambar Bersama – sama dengan anggota keluarga – detik yang sangat berharga <p>Kesimpulan</p> <ul style="list-style-type: none"> - Bersiap – siap untuk pulang ke rumah setelah hari menjelang petang – membersihkan tapak perkelahan – menjaga kebersihan tanggungjawab semua penjunjung – berasa puas dan gembira. 											
	<p style="text-align: center;">BAHAGIAN C</p> <p style="text-align: center;">(20 Markah)</p>											
	<p>SOALAN 6</p> <p>(I) Fairuz berasa badannya semakin lemah setelah dia terkena jangkitan COVID-19.</p> <p>(II) Ibu berasa gembira selepas melihat anaknya sudah sembuh dari demam panas.</p> <p>(III) Siew Mei membeli buah-buahan yang segar dari pasar raya kerana dia mementingkan kesihatan.</p> <p>(IV) Haikal mandi segera setelah pulang dari sekolah untuk menghilangkan kekotoran di badan.</p> <p>(V) Pak Mail sentiasa memastikan kedai makannya dalam keadaan bersih dan tersusun.</p>											
	<p>SOALAN 7</p> <table border="1"> <tr> <td>(I)</td> <td>(B)</td> </tr> <tr> <td>(II)</td> <td>(C)</td> </tr> <tr> <td>(III)</td> <td>(C)</td> </tr> <tr> <td>(IV)</td> <td>(B)</td> </tr> <tr> <td>(V)</td> <td>(C)</td> </tr> </table>	(I)	(B)	(II)	(C)	(III)	(C)	(IV)	(B)	(V)	(C)	
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	<p>SOALAN 8</p> <p>(I) Mencegah lebih baik daripada mengubati</p> <p>(II) malang tidak bernau</p> <p>(III) genggam bara api biar sampai jadi arang</p> <p>(IV) sebab nila stitik, rosak susu sebelanga</p> <p>(V) bukit sama didaki, lurah sama dituruni</p>											
	<p style="text-align: center;">BAHAGIAN D</p> <p style="text-align: center;">(20Markah)</p>											
	<p>SOALAN 9</p> <table> <tr><td>(I)</td><td>(B)</td></tr> <tr><td>(II)</td><td>(B)</td></tr> <tr><td>(III)</td><td>(C)</td></tr> <tr><td>(IV)</td><td>(A)</td></tr> <tr><td>(V)</td><td>(C)</td></tr> </table>	(I)	(B)	(II)	(B)	(III)	(C)	(IV)	(A)	(V)	(C)	
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	<p>SOALAN 10</p> <p>(1) Kasih sayang antara anak dan ibu bapa.</p> <p>(2) Nilai</p> <ul style="list-style-type: none"> - Tanggungjawab - kasih sayang - Rendah diri <p style="padding-left: 40px;">*Mana-mana nilai berdasarkan sajal dan huraian yang bersesuaian.</p> <p>(3) Pengajaran</p> <ul style="list-style-type: none"> - Kita hendaklah bertanggungjawab membahagiakan ibu bapa. - Kita hendaklah memupuk nilai kasih sayang dalam kalangan ahli keluarga. - Kita hendaklah merendahkan diri dengan keagungan dan kehebatan Tuhan yang mencipta alam semesta ini. <p style="padding-left: 40px;">*Mana-mana pengajaran berdasarkan sajak dan huraian yang bersesuaian.</p>											

	<p>SOALAN 11</p> <p>(I) Keadaan Si Miskin berdasarkan petikan :</p> <ul style="list-style-type: none">- rupa kainnya carik-carik berjurai-jurai- tubuhnya bengkak dan berlumuran darah- berasa sangat lapar dan dahaga <p>(II) Tiga perwatakan Si Miskin</p> <ul style="list-style-type: none">- Seorang yang menghadapi dugaan dalam hidup Contohnya : Dia sanggup meminta sedekah daripada Maharaja Indera Dewa dan penduduk kampung walaupun sering diusir dilemparkan dengan batu dan kayu.- Seorang yang sayang akan isteri Contohnya : Dia sanggup ke istana untuk meminta buah mangga dan nangka dari taman Maharaja Indera Dewa semasa isterinya mangidam ketika hamil.- Seorang yang bijak Contohnya : Dia hanya meminta buah yang buruk daripada peniaga hingga menyebabkan peniaga belas kasihan kepadanya. <p>(III) Kesan yang akan berlaku sekiranya nilai kasih sayang tidak wujud dalam kalangan Masyarakat di negara kita.</p> <ul style="list-style-type: none">- Persengketaan/perselisihan faham mudah berlaku/tercetus- Hilang rasa ingin membantu/menolong orang yang susah- Wujud Masyarakat yang mementingkan diri sendiri Sahaja- Hilang sikap hormat-menghormati antara satu sama lain- Kcharmonian hidup bermasyarakat tidak akan wujud- Negara akan menjadi huru-hara dan keamanan sukar diwujudkan- Nasib golongan miskin tidak akan terbela															
	<p>SOALAN 12</p> <table><tr><th>No</th><th>Perwatakan Beluntung</th></tr><tr><td>(1)</td><td>Penyayang dan prihatin terhadap haiwan peliharaannya</td></tr><tr><td>(2)</td><td>Bersikap rasional dalam membuat keputusan</td></tr><tr><td>(3)</td><td>Gigih menuntut ilmu</td></tr><tr><td>(4)</td><td>Penyabar apabila diejak oleh Kawan-kawan</td></tr><tr><td>(5)</td><td>Bijak dalam pelajaran</td></tr><tr><td>(6)</td><td>Scorang yang patuh akan arahan bapanya</td></tr></table>	No	Perwatakan Beluntung	(1)	Penyayang dan prihatin terhadap haiwan peliharaannya	(2)	Bersikap rasional dalam membuat keputusan	(3)	Gigih menuntut ilmu	(4)	Penyabar apabila diejak oleh Kawan-kawan	(5)	Bijak dalam pelajaran	(6)	Scorang yang patuh akan arahan bapanya	
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