SAMPEL PERCUMA

Trial SPM 2026 Pulau Pinang + Skema

Set penuh: Kertas Trial SPM

Set Penuh 17 Subjek

Sampel ini: 8 muka surat. Set penuh ada:

- 14 fail PDF
- Kertas trial SPM dari banyak negeri untuk subjek yang dipilih
- Skema jawapan / cadangan jawapan
- Set Penuh: semua 17 subjek dan jadual ulangkaji A+
- Set Lengkap SPM: + kertas sebenar SPM 2025 + kupasan mutu jawapan + nota 9 subjek T4 & T5

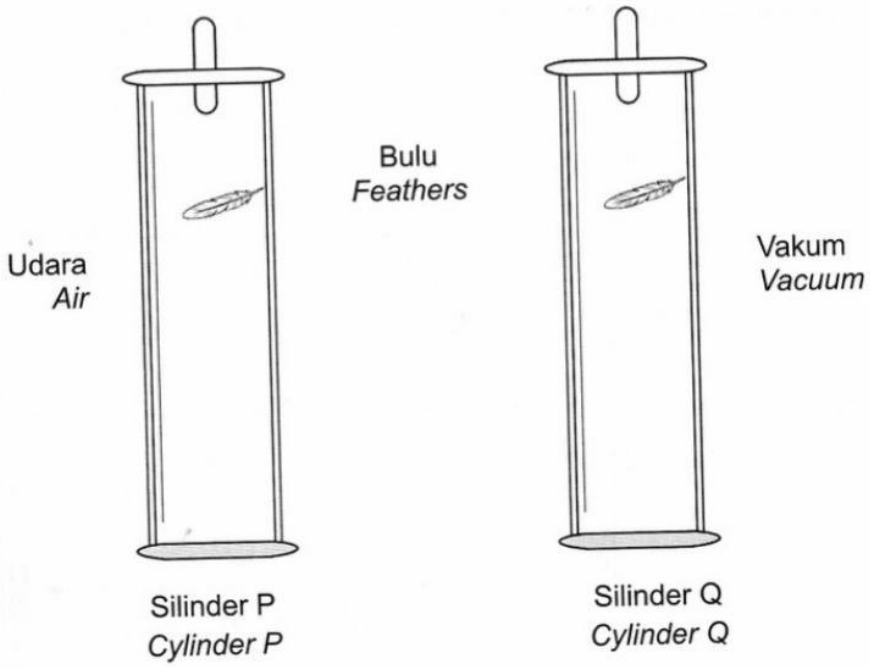
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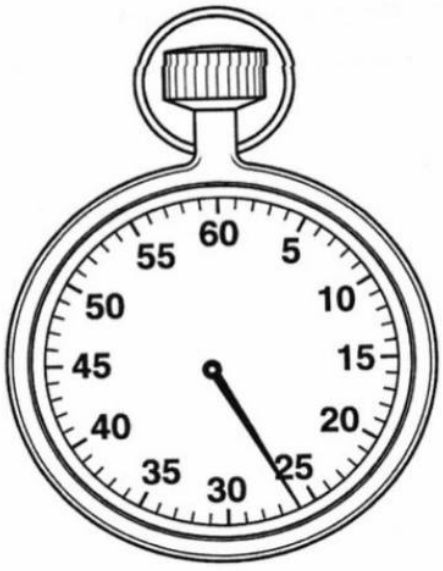
Sampel bermula di muka surat sebelah

2. Rajah 2.1 menunjukkan eksperimen untuk mengkaji masa yang diambil untuk objek jatuh dalam dua keadaan yang berbeza.
Diagram 2.1 shows an experiment to study the time taken for an object to fall in two different conditions.



Rajah 2.1
Diagram 2.1

Bacaan masa yang diambil bagi silinder P ditunjukkan pada Rajah 2.2.
The reading for the time taken in cylinder P is shown in Diagram 2.2.



Rajah 2.2
Diagram 2.2

Part 3

[8 *marks*]

Questions 19 to 26

You are going to read an article about a student's experience with modern technology during a school event. 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.*

The Day the Future Arrived

Adam sat at his wooden desk, staring at his battered textbook. To him, science was just a collection of dry facts. However, everything changed last Monday when his school launched 'Tech Week.' The hall was filled with bright screens and strange headsets. Adam's teacher, Mr. Hanif stood at the front with a wide smile. While his classmates were cheering, Adam felt nervous. He preferred his pen and paper and wasn't sure if these expensive gadgets were actually useful for learning or just fancy toys that would eventually break.

His first stop was the 'Virtual Physics' booth. Adam put on a heavy VR headset and suddenly, he was standing on the surface of Mars. A robotic voice asked him to build a bridge using different materials. When he used thin steel, the bridge collapsed under the planet's gravity. The program didn't just say "Game Over". Instead, it showed a graph explaining why the structure failed. This interactive experience made Adam realise that physics wasn't just about memorising formulas; it was about solving real problems through trial and error.

Later that afternoon, Adam joined the 'Digital Fitness' challenge. Every student wore a sleek smart band during a 20-minute run. As Adam ran, he watched his heart rate climb on a giant screen. For the first time, he saw the direct connection between his breathing and his heartbeat. Mr. Hanif explained that this data helps athletes train safely. Adam felt like a professional scientist monitoring his own body. He realised that technology could help people stay healthy by providing personal information that a normal watch simply couldn't show.

However, the day wasn't without drama. During a group discussion, a student named Sarah voiced her concerns. She argued that if we let AI do all our homework, our brains would become "soft". She was worried that students would stop trying to understand the "how" and "why" of a problem and just wait for a machine to provide the answer. Adam listened intently. He realized Sarah had a point; technology is a great servant but a poor master. It was a sign that even with the best computers, the human mind must stay sharp.

As the event continued, Adam noticed a group of visiting students from a remote village. They looked at the tablets with amazed eyes. One told Adam that in their village, the internet was so slow they could hardly open an email. This made Adam feel guilty. He realised that while he was complaining about his gadgets, many others didn't even have the chance to use them. He understood that this "digital gap" is a serious problem that needs to be fixed so that everyone has a fair start in life.

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22. What was Sarah's primary concern regarding Artificial Intelligence (AI)?

A. Programs like AI would eventually take over the teacher's duties.

B. Students would focus on getting results instead of learning the process.

C. Using technology would make students become "servants" to machines.

D. AI tools would make school assignments too difficult for the brain to handle.

23. What did Adam realise after talking to the students from the remote village?

A. Rural students are more interested in digital tablets than urban students.

B. Sharing his own electronic devices would solve the connectivity issues.

C. The advantages of modern science are not equally available to all.

D. His personal dissatisfaction with his gadgets was unjustified.

24. What does the speaker mean by the advice to be "cyber-smart"?

A. Knowing how to lock the doors of the room where you keep your phone.

B. Ensuring that your personal information does not leave a trail online.

C. Identifying the latest gadgets that have the most advanced features.

D. Understanding how to protect your digital identity from strangers.

25. What is the role of technology in Mr. Hanif's classroom?

A. It replaces the teacher as the main source of information.

B. It allows students to visit digital museums without a teacher.

C. It makes the solar system appear more real than it actually is.

D. It acts as a tool that assists the teacher in guiding the students.

26. What is the writer's final conclusion about the future of technology?

A. Scientific tools are most effective when they are used to improve humanity.

B. New innovations should be prioritized over traditional learning materials.

C. Students must master technology only to achieve success in their exams.

D. The digital future is something that happens regardless of human effort.

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4 (a) Maklumat berikut berkaitan dengan Puan Siti .

TAHUN	PENERANGAN
2008	Memulakan perniagaan bermodalkan wang simpanannya sebanyak RM5000 untuk menjual barang keperluan harian seperti ayam, ikan dan sayur dengan menggunakan hanya sebuah van sekitar kawasan taman perumahan Tebrau
2012	Membuka sebuah kedai runcit di taman perumahan Tebrau dan mempunyai tiga orang pekerja walaupun terdapat beberapa kedai runcit telah beroperasi di kawasan tersebut.
2022	Memiliki 4 cawangan pasaraya dan menjadi pembekal sayur serta ikan kepada beberapa buah restoran makanan laut sekitar Tebrau dengan 20 orang pekerja bagi membantu menguruskan operasi perniagaan

Jelaskan **dua** ciri-ciri usahawan yang ada pada Puan Siti.

(4 markah)

(b) Huraikan prosedur mengurus sumber teknologi dalam perniagaan .

(3 markah)

(c) Mengapakah usahawan perlu menyediakan rancangan perniagaan?

(3 markah)

Bahagian B

[30 Markah]

Jawab mana-mana **dua** *soalan sahaja.*

7 Pernyataan berikut berkaitan dengan sebuah milikan perniagaan.

> Encik Aiman telah membuka sebuah perniagaan menjual bahan binaan, Perniagaan Indah Bina, di Taman Daya, Johor Bahru pada tahun 2017. Pada tahun 2022, beliau telah membuat keputusan untuk menukar bentuk milikan perniagaannya dan beliau telah menjual syer perniagaannya kepada ahli keluarga dan juga rakan-rakannya bagi mendapatkan modal tambahan untuk mengembangkan perniagaannya.

(a) i Apakah ciri milikan perniagaan Encik Aiman bermula tahun 2022?

(2 markah)

(a) ii Sekiranya anda salah seorang pemegang saham syarikat tersebut, apakah kelebihan yang akan anda perolehi?

(5 markah)

(b) Nyatakan 3 akta berkaitan penubuhan perniagaan yang terdapat di Malaysia?

(3 markah)

(c) Pernyataan berikut berkaitan dengan satu perniagaan.

> Encik Iskandar ingin membuka sebuah perniagaan perkhidmatan kurier di Taman Kota Masai, Pasir Gudang sejak tahun 2020. Beliau menggunakan modal permulaan sebanyak RM50,00 dari simpanannya sendiri dan menggunakan seramai 5 orang pekerja dalam perniagannya. Semua pekerjanya dihantar untuk menghadiri Program Latihan Operasi Perkhidmatan Kurier di Metro Driving Academy (Johor) bagi melengkapkan pekerja kurier dengan kemahiran penghantaran. Beliau bercadang untuk membuka cawangan kedua dan ingin membuat pinjaman dari bank perdagangan yang bersesuaian.

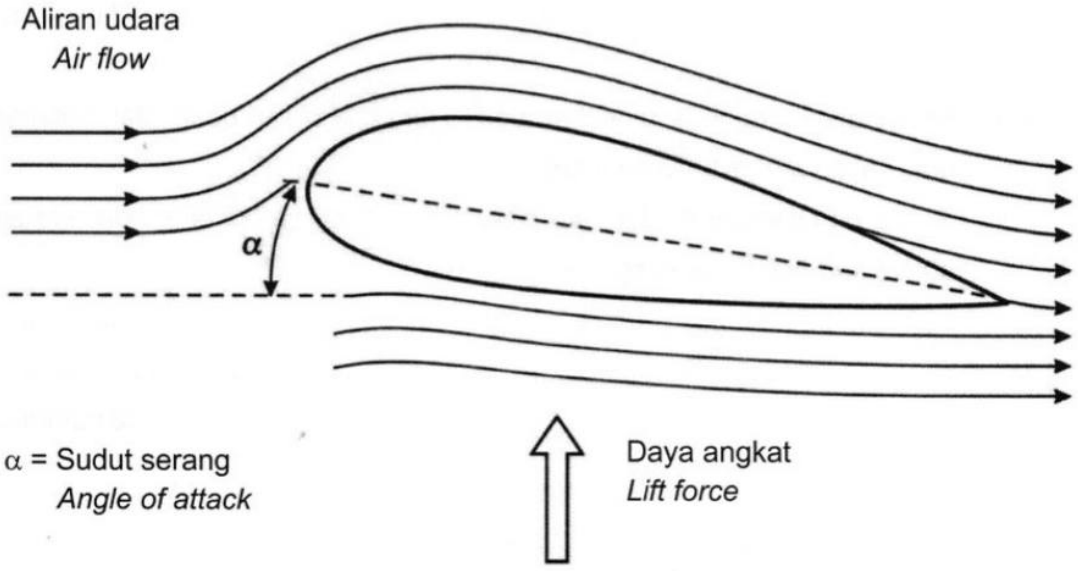
Huraikan faktor penyumbang untuk memulakan perniagaan tersebut?

(5 markah)

BAHAGIAN B
[38 markah]

Jawab **semua** soalan

5. Rajah 5 menunjukkan keratan rentas sebuah sayap kapal terbang.
Diagram 5 shows the cross section of an airplane wing.



Rajah 5
Diagram 5

(a) Namakan bentuk keratan rentas sayap kapal terbang seperti dalam Rajah 5.
Name the cross-sectional shape of an airplane wing as shown in Diagram 5.

.....

[1 markah / *1 mark*]

(b) Berdasarkan Rajah 5, nyatakan bagaimana daya angkat terhasil.
Based on Diagram 5, state how lift force is produced.

.....

.....

[1 markah / *1 mark*]

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[Lihat halaman sebelah
SULIT

6. Rajah 6 menunjukkan sejenis bantuan kecemasan yang sedang diberikan kepada mangsa.
Diagram 6 shows a type of first aid being given to a victim.



Rajah 6
Diagram 6

(a) Nyatakan kaedah yang ditunjukkan dalam Rajah 6.
State the technique shown in Diagram 6.

.....

[1 markah / *1 marks*]

(b) Nyatakan kepentingan melakukan teknik tekanan dada semasa memberikan bantuan kecemasan tersebut.
State the importance of performing chest compressions while providing emergency aid.

.....

.....

[1 markah / *1 mark*]

(c) Nyatakan **dua** situasi yang menyebabkan mangsa memerlukan bantuan kecemasan dalam Rajah 6.
*State **two** situations that cause a victim who needs emergency aid shown in Diagram 6.*

.....

.....

[2 markah / 2 *marks*]

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Soalan		Penyelesaian Dan Skema Pemarkahan	Sub Markah	Jumlah Markah
	(b)(ii)	3	**1**	**7**
15	(a)	$PQ = PR$ dan // *and* $QU = RU$ atau // *or* setara // *equivalent*	**1**	
		Segi tiga PQU dan PRU memenuhi sifat Sisi-Sisi-Sisi (SSS). // *Triangle PQU and PRU satisfy Side-Side-Side* (SSS) *property*.	**1**	
	(b)(i)	**M** : Putaran 90° ikut arah jam pada pusat (–1, 5). // **M** : *Rotation* 90° *clockwise at centre* (–1, 5).	**3**	
		Nota // *Notes* : 1. Putaran 90° ikut arah jam, beri 2 markah. // *Rotation* 90° *clockwise*, *award* 2 *marks*. atau // *or* Putaran pada pusat (–1, 5), beri 2 markah. // *Rotation at centre* (–1, 5), *award* 2 *marks*. 2. Putaran, beri 1 markah. // *Rotation*, *award* 1 *mark*.		
		N : Pembesaran dengan skala faktor 3 pada pusat $E(-2, 2)$. // **N** : *Enlargement with scale factor* 3 *at centre* $E(-2, 2)$.	**3**	
		Nota // *Notes* : 1. Pembesaran dengan skala faktor 3, beri 2 markah. // *Enlargement with scale factor* 3, *award* 2 *marks*. atau // *or* Pembesaran pada pusat (–2, 2), beri 2 markah. // *Enlargement at centre* (–2, 2), *award* 2 *marks*. 2. Pembesaran, beri 1 markah. // *Enlargement*, *award* 1 *mark*.		
	(b)(ii)	$\frac{120}{3^2 - 1}$	**1**	
		15	**1**	**15**
16	(a)	$-2t^2 + 8t + 10 = 0$ atau // *or* setara // *equivalent*	**1**	
		$(t + 1)(t - 5) = 0$ atau // *or* setara // *equivalent*	**1**	
		$t = 5$	**1**	

{Lihat halaman sebelah

TAMAT SAMPEL

Suka sampel ini?

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