MODUL PINTAS
TINGKATAN 5

1119/2

**BAHASA INGGERIS** Kertas 2

 $1\frac{1}{2}$  jam

Satu jam tiga puluh minit

## PERATURAN PEMARKAHAN BAHASA INGGERIS K2 1119/2

## **PAPER 2 - Writing**

## **Part 1-Assessment Scale**

SCORE	CONTENT	COMMUNICATIVE	MUNICATIVE ORGANISATION			
		ACHIEVEMENT				
	All content is	Produces a text that	Uses simple	Uses basic		
	relevant to the task.	communicates	connectors and a	vocabulary		
	Target reader is fully	straightforward	limited number of	appropriately.		
5	informed.	ideas using the	cohesive devices	Uses simple		
		conventions of the	appropriately.	grammatical		
		communicative task		forms with a good		
		reasonably		degree of control.		
		appropriately.		While errors are		
				noticeable,		
				meaning can still		
				be determined.		
4	Performance shares features of Scores 3 and 5					
	Minor irrelevances	Produces a text that	Text is connected	Uses basic		
	and/or omissions	communicates	using basic, high	vocabulary		
3	may be present.	simple ideas in	frequency	reasonably. Uses		
	Target reader is on	simple ways.	connectors.	simple		
	the whole informed.			grammatical		
				forms with some		
				degree of control.		
				Errors may		
				impede meaning		
				at times.		
2	Performance shares features of Scores 1 and 3					
	Irrelevances and/or	Produces isolated	Production	Produces basic		
1	misinterpretation of	short units about	unlikely to be	vocabulary of		
	the task may be	simple and concrete	connected,	isolated words		
	present. Target	matters, not always	though	and phrases.		
	reader is minimally	communicating	punctuation and	Produces few		
	informed.	successfully.	simple connectors	simple		
			(e.g. and) may be	grammatical		
			used on occasion.	forms with only		
				limited control.		
	Content is totally					
0	irrelevant. Target	Performance below Score 1				
	reader is not					
	informed.					

Part 2-Assessment Scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas appropriately.	Text is generally well-organised and coherent, using a variety of cohesive devices.	Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Pei	formance shares featu	res of Scores 3 and 5	
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.	Uses simple connectors and a limited number of cohesive devices appropriately.	Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Pei	rformance shares featu	res of Scores 1 and 3	
1	Irrelevances and/or misinterpretation of task may be present.  Target reader is minimally informed.	Produces a text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency connectors.	Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

## **Part 3-Assessment Scale**

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATIO N	LANGUAGE		
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.		
4	Performance shares features of Bands 3 and 5.					
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.		
2		es features of Bands 1 and		I I a a hasia		
1	Irrelevances and misinterpretatio n of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control.		

				Errors may impede meaning at times.
0	Content is totally irrelevant.		Performance below Band 1.	
	Target reader is no	t informed.		