

**GEMPUR KECEMERLANGAN SPM NEGERI PERLIS
TAHUN 2021**

ENGLISH

1. PAPER 1 [READING AND USE OF ENGLISH]

PART 1	PART 2	PART 3	PART 4	PART 5	
1. A	9. B	19. D	27. F	33. D	
2. B	10. A	20. A	28. D	34. A	
3. C	11. C	21. A	29. A	35. B	
4. A	12. A	22. A	30. E	36. E	
5. B	13. D	23. A	31. C	37. affordable } 38. world } 39. original } 40. vintage }	
6. C	14. B	24. C	32. G		- correct spelling is mandatory - small letters
7. B	15. A	25. C			
8. A	16. C	26. C			
	17. B				
	18. D				

Errata: Vintage (capital letter)

2. PAPER 2 [WRITING]

Assessment criteria for SPM Writing

Examiners **must** ensure they are using the correct assessment scale every time they mark.

The Part 1 scale is focused on the A2 CEFR level. The Part 2 scale is focused on the B1 CEFR level. Part 3 scale is focused on the B2 CEFR level.

In this way, the scales (and their performance descriptors) have been developed as a **continuum** as opposed to individual 'stand-alone' scales. It is important to interpret the scales in this way, as illustrated below.

		Task 1				Task 2				Task 3			
		Cont	Comm	Org	Lang	Cont	Comm	Org	Lang	Cont	Comm	Org	Lang
C1	11	5	5	5	5	5	5	5	5	5	5	5	5
	10	5	5	5	5	5	5	5	5	4	4	4	4
B2	9	5	5	5	5	5	5	5	5	3	3	3	3
	8	5	5	5	5	4	4	4	4	2	2	2	2
B1	7	5	5	5	5	3	3	3	3	1	1	1	1
	6	4	4	4	4	2	2	2	2	0	0	0	0
A2	5	3	3	3	3	1	1	1	1	0	0	0	0
	4	2	2	2	2	0	0	0	0	0	0	0	0
A1	3	1	1	1	1	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0
Below	1	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0

As shown above, task 1 in SPM Writing will cover the A2 range, task 2 the B1 range and the final task the B2 range.

SPM WRITING PART 1 ASSESSMENT SCALE

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

SPM WRITING PART 2 ASSESSMENT SCALE

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

SPM WRITING PART 3 ASSESSMENT SCALE

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

3. PAPER 4 [LISTENING]

PART 1	PART 2	PART 3	PART 4
1. B 2. A 3. B 4. A 5. A 6. B 7. C	8. C 9. B 10. B 11. C 12. C 13. B 14. B 15. B	16. B 17. G 18. E 19. A 20. D	21. Internet / internet 22. History / history 23. caravan 24. party 25. sunrise 26. shoulders 27. tracks 28. plants 29. airport 30. January

Correct spelling is mandatory