

**MODUL PENINGKATAN PRESTASI MURID TINGKATAN 5**  
**TAHUN 2024**

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**BAHASA INGGERIS**  
**KERTAS 2**  
**WRITING**  
**PERATURAN PEMARKAHAN**

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Peraturan pemarkahan ini mengandungi 4 halaman bercetak



### Writing Part 1 Assessment Scale

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

### Writing Part 2 Assessment Scale

| SCORE    | CONTENT                                                                                                          | COMMUNICATIVE ACHIEVEMENT                                                                                                                        | ORGANISATION                                                                               | LANGUAGE                                                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b> | <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> |
| <b>4</b> | Performance shares features of Scores 3 and 5                                                                    |                                                                                                                                                  |                                                                                            |                                                                                                                                                                                                                                               |
| <b>3</b> | <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 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>                                                          |
| <b>2</b> | Performance shares features of Scores 1 and 3                                                                    |                                                                                                                                                  |                                                                                            |                                                                                                                                                                                                                                               |
| <b>1</b> | <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.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>                                                                                         |
| <b>0</b> | <p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>                                      | Performance below Score 1                                                                                                                        |                                                                                            |                                                                                                                                                                                                                                               |

### 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 well-organised 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 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> |
| 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                                                                                                                                                 |                                                                                                             |                                                                                                                                                                                                                                               |