

**Bahasa Inggeris  
Kertas 2  
Peraturan  
Pemarkahan  
August  
2024**



**MAJLIS PENGETUA SEKOLAH MALAYSIA  
NEGERI SEMBILAN**

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**PROGRAM PENINGKATAN AKADEMIK TINGKATAN LIMA  
SEKOLAH - SEKOLAH MENENGAH NEGERI SEMBILAN 2024**

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**BAHASA INGGERIS**

**Kertas 2**

**PERATURAN PEMARKAHAN**

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**Note to Examiners:**

**Calculation of marks:**

Paper 2 = 60 marks = 25%

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Peraturan pemarkahan ini mengandungi 5 halaman bercetak dan 3 halaman tidak bercetak

**Marking Scheme Writing Paper 2 -1119/2**

**PART 1, PART 2 & PART 3**

CONTENT	5 MARKS
COMMUNICATIVE ACHIEVEMENT	5 MARKS
ORGANISATION	5 MARKS
LANGUAGE	5 MARKS
TOTAL	20 MARKS

**Writing Part 1 Assessment Scale**

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task.  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.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined
4		Performance shares features 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 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
2		Performance shares features of Scores 1 and 3		

<b>1</b>	<p>Irrelevances and/or misinterpretation of the task may be present.</p> <p>Target reader is minimally informed.</p>	Produces isolated short units about simple and concrete matters, not always communicating successfully	Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
<b>0</b>	Content is totally irrelevant. Target reader is not informed	Performance below Score 1		

### Writing Part 2 Assessment Scale

<b>SCORE</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<b>5</b>	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	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.	<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>	Minor irrelevances and/or omissions may be present.	Produces a text that communicates straightforward ideas using the conventions of the	Uses simple connectors and a limited number of cohesive	<p>Uses basic vocabulary appropriately.</p> <p>Uses simple</p>

	Target reader is on the whole informed.	communicative task reasonably appropriately.	devices appropriately.	grammatical forms with a good degree of control.  While errors are noticeable meaning can be determined.
<b>2</b>		Performance shares features of Scores 1 and 3		
<b>1</b>	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.
<b>0</b>	Content is totally irrelevant. Target reader is not informed	Performance below Score 1		

### Writing Part 3 Assessment Scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
<b>5</b>	All content is relevant to the task.  Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.	Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately.  Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors and slips may be present.

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		