

PERCUBAAN SPM (BI)
DAERAH KUDAT, SEPTEMBER 2024

Answer Schemes

1119/1, READING

1.	C	15.	B	29.	G
2.	A	16.	A	30.	A
3.	A	17.	B	31.	D
4.	C	18.	D	32.	E
5.	B	19.	A	33.	F
6.	B	20.	B	34.	B
7.	C	21.	C	35.	A
8.	C	22.	C	36.	D
9.	A	23.	D	37.	concepts
10.	D	24.	A	38.	effective
11.	D	25.	D	39.	additional
12.	C	26.	B	40.	measures
13.	A	27.	C		
14.	D	28.	F		

1119/2, WRITING

PART 1

CONTENT

C1: How are you going to get there?

C2: What are the activities that will be carried out? (at least 1 activity)

C3: Do you think I should go with you? (Answers that are not to be accepted: “do you want to come with me?” “you can decide if you want to come.”)

C4: Why?

General guidelines

All contents fulfilled: 5

1 content missing: 3-4 (to be determined based on overall content development)

2 contents missing: 2-3 (to be determined based on overall content development)

3 contents missing: 1-2 (to be determined based on overall content development)

All contents missing: 0 (deviation/total lifting)

PART 2

CONTENT

C1: an environmental problem

C2: give reason(s) why it is important to care for the environment.

C3: give way(s) to encourage young people to get involved in environmental protection.

General guidelines

All contents fulfilled: 5

1 content missing: 3 (4 if the other two Cs are thoroughly developed)

2 contents missing: 1-2 (make judgement based on how well the other C is developed)

All contents missing: 0 (deviation/total lifting)

PART 3

QUESTION 3: REVIEW

CONTENT

C1: name of the gadget

C2: details of the gadget

C3: share experience (one or more) using the gadget

C4: give recommendation (positive / negative)

General guidelines

All contents fulfilled: 5

1 content missing: 3-4 (to be determined based on overall content development)

2 contents missing: 2-3 (to be determined based on overall content development)

3 contents missing: 1

All contents missing: 0 (deviation/total lifting)

QUESTION 4: ARTICLE

CONTENT

C1: give example(s) of animals

C2: give reason(s) why many people keep pets

C3: suggest way(s) to encourage people to be kind to animals.

General guidelines

All contents fulfilled: 5

1 content missing: 3 (4 if the other two Cs are thoroughly developed)

2 contents missing: 1-2 (make judgement based on how well the other C is developed)

All contents missing: 0 (deviation/total lifting)

QUESTION 5: STORY

CONTENT

C1: **MUST** begin with the exact given words

C2: describe a problem Jamal faced

C3: explain how he overcame the problem.

C4: explain how the incident changed Jamal's life.

General guidelines

All contents fulfilled: 5

1 content missing: 3-4 (to be determined based on overall content development)

2 contents missing: 2-3 (to be determined based on overall content development)

3 contents missing: 1

All contents missing: 0 (deviation/total lifting)



SPM 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			
1	Irrelevances and/or misinterpretation of the task may be present. Target reader is minimally informed.	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.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

SPM Writing 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	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 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	Performance shares features of Scores 1 and 3			
1	Irrelevances and/or misinterpretation of task may be present.	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

	Target reader is minimally informed.			of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

SPM Writing Part 3 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 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	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the 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.
2	Performance shares features 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 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.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		