

Answers - 1119/1 - Reading Test

Marks will be awarded for correct and valid answers as given below:

Question Number	Answer	Mark	Question Number	Answer	Mark
1	B	1	21	A	1
2	C	1	22	B	1
3	C	1	23	C	1
4	B	1	24	B	1
5	A	1	25	D	1
6	B	1	26	A	1
7	C	1	27	A	1
8	A	1	28	D	1
9	A	1	29	E	1
10	D	1	30	B	1
11	C	1	31	G	1
12	D	1	32	C	1
13	D	1	33	A	1
14	A	1	34	B	1
15	C	1	35	D	1
16	B	1	36	E	1
17	B	1	37	cycling	1
18	C	1	38	friends	1
19	D	1	39	money	1
20	C	1	40	rest	1

- Important:
- 1. Spelling must be accurate. No variations allowed.
 - 2. Accept words written in small and capital letters.



PEPERIKSAAN PERCUBAAN SPM

TAHUN 2026

BAHASA INGGERIS

1119/2

PERATURAN PEMARKAHAN

IMPORTANT REMINDERS

- 1. Examiner must ensure to use the correct assessment scale.
 - **Part 1** scale is focused on the **A2** CEFR Level.
 - **Part 2** scale is focused on the **B1** CEFR Level.
 - **Part 3** scale is focused on the **B2** CEFR Level.
- 2. It is important to interpret the scales 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

- 3. The tasks are designed specifically to elicit responses at these levels (for example, the short communicative message in task 1 will necessarily be limited in its scope to show language use above a B1 level and similarly the report, article, review or story in task 3 will demand at minimum a B1 level of language proficiency in order to be partially achieved).

MARKING CRITERIA

- 1. Part 1: Email (20 marks)

Candidates write an email of **about 80 words**.

- 2. Part 2: Essay (20 marks)

Candidates write an essay of **about 150 words** based on a given text.

- 3. Part 3: Review / Story / Report (20 marks)

Candidates write one of the following:

- Review
- Story
- Report

The writing should be **about 250 words**.

THE FOUR (4) MAIN MARKING CRITERIA

1. Content - This means whether the candidate answers the question correctly.

Examiners check:

- Did the candidate answer all parts of the question?
- Is the answer relevant?
- Is the reader fully informed?
- Did the candidate give enough information?
- Did the candidate misunderstand the task?

For example, Part 1 asks the candidate **to give opinion**, the candidate **must give opinion**.
If they ask for opinion instead, the content mark will be lower.

A candidate loses marks if:

- They miss important points
- They go off topic
- They misunderstand the question
- They do not give reasons

2. Communicative Achievement - This means whether the writing suits the task.

Examiners check:

- Is the correct format used?
- Is the tone suitable?
- Is the writing formal or informal when needed?
- Is the style suitable for the reader?
- Does the writing keep the reader interested?
- Are all purposes of the task achieved?

For example:

- A personal email should sound friendly.
- A report should sound formal.
- A complaint should clearly explain the problem.
- A suggestion should clearly give an idea.

A candidate *may answer the points correctly* **but still lose marks** *if the tone or format is wrong.*

3. Organisation

This means how well the writing is arranged.

Examiners check:

- Are the ideas clear?
- Are the ideas in a good order?
- Are paragraphs used properly?
- Are linking words used?
- Is the writing easy to follow?

Examples of simple linking words:

- and
- but
- because
- so
- first
- finally

Examples of better linking words:

- moreover
- as a result,
- however
- therefore
- in addition

Notes:

- ✓ Paragraphing is also important, especially for longer writing.
- ✓ Punctuation also helps organisation. For example, full stops and commas must be used properly.

4. Language

This means the quality of vocabulary and grammar.

Examiners check:

- Is the vocabulary suitable?
- Is there a range of vocabulary?
- Are the grammar structures simple or complex?
- Are the words and grammar used correctly?
- Do errors affect meaning?

Types of vocabulary:

- Basic vocabulary** - Simple words used for daily needs.
 - Example: food, school, book, go, like
- Everyday vocabulary** - Common words used in normal situations.
 - Example: interesting, activity, problem, helpful
- Less common vocabulary** - More precise or advanced words.
 - Example: beneficial, convenient, effective, awareness

Notes:

- ✓ Errors are judged based on whether they disturb meaning.
 - If the reader can still understand easily, the error may not be serious.
 - If the reader has to work hard to understand, the mark may be lower.

NOTES FOR EXAMINERS**1. Use the best descriptor**

Examiners must choose the mark that best matches the candidate's writing. Do not focus on only one small mistake.

2. A candidate can score differently in each criterion

A candidate may get:

- high Content marks
- but low Communicative Achievement marks

For example, a candidate answers all the points but writes a report like a casual email.

3. Length is not directly marked - The number of words is only a guide.

Candidates are not automatically punished for writing too much or too little.

However:

- If the answer is too short, it may not have enough content or language range.
- If the answer is too long, it may go off topic or become confusing.

4. Do not copy too much from the question

- ✗ Candidates *should not copy full sentences* from the question or stimulus.
- ✓ They *may use key words*, but they should write using their own words.

5. Be consistent in English style

Candidates should use one type of English consistently. For example, *do not mix British and American spelling in the same answer*.

Example:

- British: colour
- American: color

Choose one and use it consistently.

6. Spelling and punctuation matter

- Spelling is marked under Language.
- Punctuation is marked under Organisation.

7. Some errors are normal

Candidates write under exam conditions, so small first-draft errors may happen. Examiners should *consider the whole answer, not just one mistake*.



PART 1 - ASSESSMENT SCALE

Question 1: Writing an email

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

Note: This task is assessed with reference to the Part 1 assessment scale which has **A2 as its midpoint**. Refer to the Sijil Pelajaran Malaysia English Language - Instructions for Writing Examiners document from pages 15 - 16 for details.

PART 2 - ASSESSMENT SCALE

Question 2: Guided Writing

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

Note: This task is assessed with reference to the Part 2 assessment scale which has **B1 as its midpoint**. Refer to the Sijil Pelajaran Malaysia English Language - Instructions for Writing Examiners document from pages 16 - 17 for details.

PART 3 - ASSESSMENT SCALE
Question 3, 4 and 5: Extended Writing

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

Note: This task is assessed with reference to the Part 2 assessment scale which has **B2 as its midpoint**. Refer to the *Sijil Pelajaran Malaysia English Language - Instructions for Writing Examiners* document from pages 17 - 18 for details.

MARKING SYMBOLS

These are symbols examiners may use when marking.

SYMBOL	MEANING
C	Content
✓	Good point / Merit
_____	Serious word error
~~~~~	Minor word error
//	Many errors
Λ	Missing word / omission
R	Repetition
⌊	Wrong word order / transpose

**Very Simple Summary**

SPM writing is marked based on four things:

CRITERIA	SIMPLE MEANING
Content	Did the student answer the question?
Communicative Achievement	Is the tone, style and format correct?
Organisation	Are the ideas arranged clearly?
Language	Are grammar and vocabulary good?

The most important thing is that the answer must be relevant, clear, suitable for the task, well-organised and easy to understand.

----- **PERATURAN PEMARKAHAN TAMAT** -----  
**HAPPY MARKING**