Modul Pintas Percubaan SPM 2024
Kertas 1

Part 1	KEY
1	A
2	B
3	C
4	C
5	C
6	B
7	C
8	A
Part 2	KEY
9	D
10	B
11	C
12	D
13	D
14	A
15	C
16	D
17	A
18	C
Part 3	KEY
19	B
20	A
21	D
22	D
23	A
24	B
25	C
26	C

Part 4	KEY
27	D
28	G
29	A
30	C
32	E
32	F
Part 5	KEY
33	E
34	C
35	A
36	F
37	material
38	sufficient
39	snack
40.	stylish

 Important:
1. **No variations are allowed; spellings must be accurate**
2. **Accept words written in capital or small letters**

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.	4		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.\n\nTarget 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.\n\nUses a range of simple and complex grammatical forms with control and flexibility.\n\nOccasional errors and slips may be present.
4	Performance shares features of Scores 3 and 5			
3	Minor irrelevances and/or omissions may be present.\n\nTarget 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.\n\nUses a range of simple and some complex grammatical forms with a good degree of control.\n\nErrors 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**		

SPM English - Speaking assessment scales

Analytical scales (Assessor)

Bandscore	Grammar	Vocabulary	Communicative Competence
6	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. Has a good command of a wide range of grammatical structures. Can use a wide range of organisational patterns, cohesive devices and connectors.	Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of abstract, complex and unfamiliar topics. Can convey specific differences in meaning through appropriate choice of vocabulary.	Can express him/herself spontaneously with little obvious searching for expressions. Can initiate, maintain, develop and close a conversation with ease. Can relate contributions skilfully and effectively to those of his/her partner.
5	Can communicate with a good degree of accuracy. Can show a good degree of control of a range of simple and some complex grammatical structures. Can use a range of cohesive devices.	Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. Can convey relevant meaning with good vocabulary choice.	Can express him/herself with little hesitation. Can initiate, maintain, develop and close a conversation with ease. Can relate contributions to his/her partner and negotiate towards an outcome.
4	Performance shares features of **Bandscore 3** and **Bandscore 5**.		
3	Can communicate with reasonable accuracy. Can show a good degree of control of simple grammatical structures and attempt some complex grammatical structures. Can form longer sentences and link them together using basic cohesive devices.	Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics. Can convey relevant meaning but may have errors in vocabulary choice.	Can express him/herself clearly though there is some hesitation. Can initiate, maintain, develop and close a conversation with little difficulty. Can ask for clarification and further details in order to move a discussion forward.
2	Performance shares features of **Bandscore 1** and **Bandscore 3**.		
1	Can communicate what he/she is trying to say. Can show sufficient control of simple grammatical structures. Can use connectors to link simple sentences.	Can use sufficient vocabulary to talk about everyday situations and familiar topics. Can mostly convey meaning but may use inappropriate vocabulary or some repetition.	Can make him/herself understood but may have pauses and false starts. Can initiate, maintain and close a conversation with some difficulty. Can ask for clarification when necessary.
0	Performance below Band 1 / Candidate does not produce sufficient language to be assessed / Candidate uses language(s) other than English.		

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Overall spoken performance scale (Interlocutor)

Bandscore	Overall Spoken Performance
6	Can understand questions and instructions directed at him/her with ease. Can ask and respond to questions and suggestions, including those on abstract and complex topics. Can maintain and develop the interaction, compensating for gaps in their own vocabulary or grammar knowledge or of the other candidate. Can produce extended relevant stretches of language, with very little prompting or support.
5	Can understand questions and instructions directed at him/her with ease. Can maintain and develop the interaction by asking and responding to questions and suggestions on familiar matters using longer responses despite hesitation while searching for patterns and expressions. Requires very little prompting and support.
4	Performance shares features of **Bandscores 3 and 5.**
3	Can understand questions and instructions directed at him/her though will sometimes have to ask for repetition of particular words and phrases. Can maintain the interaction by asking and responding to questions and suggestions on familiar matters in a simple and direct way. Requires some prompting and support.
2	Performance shares features of **Bandscores 1 and 3.**
1	Can understand questions and instructions directed at him/her slowly, directly and repeatedly. Can give basic information on familiar topics using short phrases. Requires prompting and support.
0	Candidate does not produce sufficient language to be assessed. Candidate repeatedly uses language(s) other than English.

Recording of tests (for monitoring)

If you are recording your test then you must make sure the recording is clear and ready for submission beforehand. Candidate IDs and Examiner IDs must be clearly indicated in the audio sample you submit for monitoring purposes. For example 'This is John Smith as Interlocutor, Joan Smith as assessor, with (Candidate A +index number) .... and (Candidate B +index number)' etc. at the start of the recording.

Missing Marks Checklist

When the test is finished the assessor checks that the interlocutor has two Overall Spoken Performance marks: *"Do you have two marks for Overall Spoken Performance?"*

Interlocutor then physically checks and answers: *"Check."*

The interlocutor then asks the assessor: *"Have you got two marks for Grammar?"*

Assessor then physically checks and answers: *"Check."*

The interlocutor then asks: *"Have you got two marks for Vocabulary?"*

Assessor then physically checks and answers: *"Check."*

The interlocutor then asks: *"Have you got two marks for Communicative Competence?"*

Assessor then physically checks and answers: *"Check."*

Note: the assessor and interlocutor must check that examiner IDs and candidate IDs etc. are correct on their documentation before moving on.

Timing of test: Part 1 (3–4 minutes), Part 2 (3–4 minutes), Part 3 (4–5 minutes)

Modul Pintas Percubaan SPM 2024
Kertas 4

Part 1	Key
1	B
2	C
3	B
4	C
5	B
6	A
7	C
Part 2	**Key**
8	A
9	C
10	B
11	B
12	C
13	A
14	C
15	C

Part 3	Key
16	C
17	E
18	F
19	A
20	G
Part 4	**Key**
21	workout
22	diet
23	consume
24	avoid
25	short
26	escape
27	remedies
28	involved
29	seek
30	importance

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2. **Accept words written in capital or small letters**