

**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     | <p>All content is relevant to the task.</p> <p>Target reader is fully 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> |
| 4     | <b>Performance shares features of Scores 3 and 5</b>   |  |  |  |
| 3     | <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 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>                                |
| 2     | <b>Performance shares features of Scores 1 and 3</b>   |  |  |  |
| 1     | <p>Irrelevances and/or misinterpretation of the task may be present.</p> <p>Target reader is minimally informed.</p> | <p>Produces isolated short units about simple and concrete matters, not always communicating successfully.</p>                           | <p>Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion.</p> | <p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>  |
| 0     | <p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>  | <b>Performance below Score 1</b>   |  |  |



## SPM 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> | <b>Performance shares features of Scores 3 and 5</b>  |  |  |   |
| <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> | <b>Performance shares features of Scores 1 and 3</b>  |  |  |   |
| <b>1</b> | <p>Irrelevances and/or misinterpretation of task may be present.</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</p>  |

|          |  |                                  |  |  |
|----------|--|----------------------------------|--|--|
|          | Target reader is minimally informed.                             |                                  |  | of control.<br>Errors may impede meaning at times. |
| <b>0</b> | Content is totally irrelevant.<br>Target reader is not informed. | <b>Performance below Score 1</b> |  |  |

## SPM 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     | <b>Performance shares features of Scores 3 and 5</b>  |   |   |   |
| 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     | <b>Performance shares features of Scores 1 and 3</b>  |   |   |   |



|   |  |  |   |  |
|---|--|--|---|--|
| <p style="text-align: center;"><b>1</b></p> | <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> |
| <p style="text-align: center;"><b>0</b></p> | <p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>                                      | <p><b>Performance below Score 1</b></p>  |   |  |