



**MAJLIS PENGETUA SEKOLAH MALAYSIA (MPSM)
NEGERI PERAK**

**SKEMA JAWAPAN
MODUL INTERVENSI
MENENGAH ATAS 2026**

SET 1

BAHASA INGGERIS

**KERTAS 1
1 JAM 30 MINIT**

PANDUAN PENSKORAN MODUL INTERVENSI MENENGAH ATAS 2026
PAPER 1: READING AND USE OF ENGLISH

BAHAGIAN	JAWAPAN	MARKAH	CATATAN
PART 1	1. A 2. B 3. C 4. B 5. B 6. C 7. C 8. B	1 1 1 1 1 1 1 1	
PART 2	9. B 10. D 11. C 12. B 13. C 14. C 15. D 16. B 17. A 18. B	1 1 1 1 1 1 1 1 1 1	
PART 3	19. D 20. B 21. B 22. A 23. A 24. D 25. A 26. C	1 1 1 1 1 1 1 1	
PART 4	27. G 28. D 29. H 30. A 31. B 32. C	1 1 1 1 1 1	
PART 5	33. F 34. C 35. D 36. B 37. cardiovascular 38. posture 39. growth 40. pressure	1 1 1 1 1 1 1 1	Q 37-40 - Spelling must be correct - Lower or upper case accepted
JUMLAH		40	





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SET 1

**BAHASA INGGERIS
KERTAS 2
1 JAM 30 MINIT**

PANDUAN PENSKORAN MODUL INTERVENSI MENENGAH ATAS 2026
PAPER 2: WRITING

MARKING GUIDELINES

PART 1: SHORT COMMUNICATIVE MESSAGES

CONTENT POINTS	REMARK
C1- <i>“Which theme do you think is suitable...”</i>	• Select one of the themes.
C2- <i>“...and why?”</i>	• At least one reason given.
C3- <i>“What activities can we do for the students and teachers?”</i>	• More than one activity mentioned. • Activities mentioned must include both students and teachers.

PAPER 2

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		

MARKING GUIDELINES

PART 2: GUIDED WRITING

CONTENT POINTS	REMARK
C1- <i>state your preferred mobile phone application</i>	• mention one mobile phone application. • Application must focus one mobile phone application only, and not computer, laptop, tablet applications, etc.
C2- <i>describe how the application is useful to you</i>	• At least one idea of how the application is useful to the student. • Focus of application usefulness must be on the students themselves, and not in general. Do not award marks if: • Students relate the usefulness to devices instead of application.
C3- <i>discuss if students should be allowed to bring mobile phones to school</i>	• make a stand on the subject matter • provide at least one reason for it

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. 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.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

PART 2: EXTENDED WRITING

➤ QUESTION 3: STORY

CONTENT POINTS	REMARK
C1- <i>'The unforgettable day started as I walked to...'</i>	• Story must begin with these words. • Line is continued and completed.
C2- <i>what had happened at school</i>	• the notion that the event occurred at school must be present. • Idea that the event caused a problem must be established Do not award marks if: • There is no mention at all of the incident/ event had happened at school
C3- <i>how the problem was solved</i>	• way(s) the incident/ event was solved is established

➤ QUESTION 4: REVIEW

CONTENT POINTS	REMARK
C1- <i>Tell us about the activities you liked during the campaign.</i>	• Mention more than one activity personally liked. • Emphasis on '<i>activities</i>' and '<i>you</i>' Do not award marks if: • Activities are merely mentioned, but has indication that they are liked by personally candidate. • Activities are mentioned, but they are liked by the general public/ other people.
C2- <i>Do you think this campaign should be held again in the future? Why?</i>	• Answer and reason come together, or answer can be inferred from reason. • Only answer, no reason given, do not award C2.
C3- <i>How can the campaign be improved?</i>	• Minimum one way of improvement established.

➤ **QUESTION 5: ARTICLE**

CONTENT POINTS	REMARK
C1- <i>What animal would you choose as a pet?</i>	• Minimum one animal mentioned.
C2- <i>How do you show love and proper care for your pets?</i>	• Minimum one way mentioned.
C3- <i>In what ways can owning a pet help teenagers become more responsible?</i>	• At least two ways mentioned.

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		