

**GEMPUR KECEMERLANGAN SPM NEGERI PERLIS  
TAHUN 2021**

**ENGLISH [SET B]**

**1. PAPER 1 [READING AND USE OF ENGLISH]**

PART 1	PART 2	PART 3	PART 4	PART 5	
1. B	9. C	19. D	27. F	33. B	
2. A	10. A	20. C	28. H	34. A	
3. C	11. D	21. A	29. B	35. C	
4. C	12. C	22. B	30. D	36. F	
5. C	13. A	23. A	31. A		
6. A	14. C	24. D	32. G	37. weekend	- correct spelling is mandatory - small letters - no other answers are accepted
7. B	15. A	25. B		38. town	
8. B	16. A	26. C		39. obsession	
	17. B			40. mates	
	18. B				

**2. PAPER 2 [WRITING]**

***Assessment criteria for SPM Writing***

Examiners **must** ensure they are using the correct assessment scale every time they mark.

The Part 1 scale is focused on the A2 CEFR level. The Part 2 scale is focused on the B1 CEFR level. Part 3 scale is focused on the B2 CEFR level.

In this way, the scales (and their performance descriptors) have been developed as a **continuum** as opposed to individual 'stand-alone' scales. It is important to interpret the scales in this way, as illustrated below.

		Task 1				Task 2				Task 3			
		Cont	Comm	Org	Lang	Cont	Comm	Org	Lang	Cont	Comm	Org	Lang
<b>C1</b>	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
<b>B2</b>	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
<b>B1</b>	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
<b>A2</b>	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
<b>A1</b>	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
<b>Below</b>	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

As shown above, task 1 in SPM Writing will cover the A2 range, task 2 the B1 range and the final task the B2 range.

**SPM WRITING PART 1 ASSESSMENT SCALE**

<b>SCORE</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<b>5</b>	<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>
<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 simple ideas in</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>
<b>2</b>	<b>Performance shares features of Scores 1 and 3</b>			
<b>1</b>	<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>
<b>0</b>	<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**

<b>SCORE</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<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. 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. Uses simple grammatical forms with a good degree of control. 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>Target reader is minimally 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. Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>
<b>0</b>	<p>Content is totally irrelevant. Target reader is not informed.</p>	<b>Performance below Score 1</b>		

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**SPM WRITING PART 3 ASSESSMENT SCALE**

<b>SCORE</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<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 effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.</p>	<p>Text is wellorganised 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>
<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>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>
<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>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>
<b>0</b>	<p>Content is totally irrelevant.</p>	<b>Performance below Score 1</b>		

	Target reader is not informed.	
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