

BAHASA INGGERIS KERTAS 3
1119/3

MARKING SCHEME

SPM English – Speaking assessment scales

Analytical scales (Assessor)

| Bandscore | Grammar | Vocabulary | Communicative Competence |
|------------------|---|--|---|
| 6 | <p>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</p> <p>Has a good command of a wide range of grammatical structures.</p> <p>Can use a wide range of organisational patterns, cohesive devices and connectors.</p> | <p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of abstract, complex and unfamiliar topics.</p> <p>Can convey specific differences in meaning through appropriate choice of vocabulary.</p> | <p>Can express him/herself spontaneously with little obvious searching for expressions.</p> <p>Can initiate, maintain, develop and close a conversation with ease.</p> <p>Can relate contributions skilfully and effectively to those of his/her partner.</p> |
| 5 | <p>Can communicate with a good degree of accuracy.</p> <p>Can show a good degree of control of a range of simple and some complex grammatical structures.</p> <p>Can use a range of cohesive devices.</p> | <p>Can use a wide range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.</p> <p>Can convey relevant meaning with good vocabulary choice.</p> | <p>Can express him/herself with little hesitation.</p> <p>Can initiate, maintain, develop and close a conversation with ease.</p> <p>Can relate contributions to his/her partner and negotiate towards an outcome.</p> |
| 4 | Performance shares features of Bandscore 3 and Bandscore 5 . | | |
| 3 | <p>Can communicate with reasonable accuracy.</p> <p>Can show a good degree of control of simple grammatical structures and attempt some complex grammatical structures.</p> <p>Can form longer sentences and link them together using basic cohesive devices.</p> | <p>Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics.</p> <p>Can convey relevant meaning but may have errors in vocabulary choice.</p> | <p>Can express him/herself clearly though there is some hesitation.</p> <p>Can initiate, maintain, develop and close a conversation with little difficulty.</p> <p>Can ask for clarification and further details in order to move a discussion forward.</p> |

| | | | |
|----------|---|---|--|
| 2 | Performance shares features of Bandscore 1 and Bandscore 3 . | | |
| 1 | <p>Can communicate what he/she is trying to say.</p> <p>Can show sufficient control of simple grammatical structures.</p> <p>Can use connectors to link simple sentences.</p> | <p>Can use sufficient vocabulary to talk about everyday situations and familiar topics.</p> <p>Can mostly convey meaning but may use inappropriate vocabulary or some repetition.</p> | <p>Can make him/herself understood but may have pauses and false starts.</p> <p>Can initiate, maintain and close a conversation with some difficulty.</p> <p>Can ask for clarification when necessary.</p> |
| 0 | Performance below Band 1 / Candidate does not produce sufficient language to be assessed / Candidate uses language(s) other than English. | | |

SPM English – Speaking assessment scales

Overall spoken performance scale (Interlocutor)

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