

BAHASA INGGERIS KERTAS 2
1119/2

MARKING SCHEME

PAPER 2 MARKING SCHEME

PART 1 (SHORT COMMUNICATIVE MESSAGE)

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	Performance shares features of Scores 3 and 5			
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</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	Performance shares features of Scores 1 and 3			

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>	<p>Performance below Score 1</p>		

PART 2 (GUIDED WRITING)

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	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.	<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>
4	Performance shares features of Scores 3 and 5			
3	<p>Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.</p>	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.	<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>
2	Performance shares features of Scores 1 and 3			

1	<p>Irrelevances and/or misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Produces a text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency connectors.	<p>Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>
0	<p>Content is totally irrelevant. Target reader is not informed.</p>	Performance below Score 1		

PART 3 (EXTENDED WRITING)

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	Performance shares features of Scores 3 and 5			
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	Performance shares features of Scores 1 and 3			

<p>1</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>0</p>	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	<p>Performance below Score 1</p>		