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LISTENING 1 (5 mks)						LISTENING 2 (5 mks)			
	A	B	C	D	E	F		6.	7.
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(e.g.) X	√	X
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	9.	10.
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	√	X	X
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>			

*Notes: One mark each. Responses must be indicated clearly.*

GRM/ VCB 1 (2.5 mks)								
	cake	chicken	chocolate	coconut tree	frog	guitar	light	piano
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Notes: Half-a-mark each. Responses must be indicated clearly.*

GRM/ VCB 2 (2.5 mks)			GRM/ VCB 3 (5 mks)			
6.	but		11.	are	16.	lives
7.	They		12.	email	17.	birth <u>day</u>
8.	many		13.	who	18.	good
9.	do		14.	friend	19.	class
10.	he		15.	where	20.	Yes

*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

READING 1 (5 mks)			READING 2 (5 mks)			
1.	<input type="radio"/>	Cut out the picture.		True	False	
	<input checked="" type="radio"/>	Draw a picture.	6.	<input type="radio"/>	<input checked="" type="radio"/>	
	<input type="radio"/>	Stick the picture.	7.	<input checked="" type="radio"/>	<input type="radio"/>	
2.	<input type="radio"/>	They are reading books.	8.	<input checked="" type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	They are using a computer.	9.	<input type="radio"/>	<input checked="" type="radio"/>	
	<input checked="" type="radio"/>	They are watching TV.	10.	<input checked="" type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	He likes basketball.				
	<input checked="" type="radio"/>	He likes roller skating.				
	<input type="radio"/>	He likes swimming.				
4.	<input checked="" type="radio"/>	She goes to bed at half past nine.				
	<input type="radio"/>	She goes to bed at nine o'clock.				
	<input type="radio"/>	She goes to bed at ten past nine.				
5.	<input checked="" type="radio"/>	The clown is happy.				
	<input type="radio"/>	The clown is sad.				
	<input type="radio"/>	The clown is thin.				

*Notes: One mark each. Responses must be indicated clearly.*

WRITING 1 (2 mks)		Criteria:
2	Very good.	Consider the <b>overall quality</b> of the hand-writing in the three sentences <b>as a whole</b> : – Are letters <u>easily recognisable</u> ? – Are letters <u>well-formed</u> ? – Are words <u>easily legible</u> ? – Is the <u>size</u> of letters reasonably consistent? – Is <u>spacing</u> between words appropriate?
1.5	Good.	
1	Adequate. (Just good enough)	
0.5	Inadequate. (Not good enough)	
0	No attempt at the task.	
###	#####	
###	#####	

WRITING 2 (3 mks)		Criteria:
3	Very good.	<p>Consider the <b>overall quality</b> of the three sentences <b>as a whole</b>:</p> <p>– Do the sentences <u>make sense</u>? [ <i>Is the meaning clear?</i> ]</p> <p>– How much <u>relevant information</u> do the sentences communicate? [ <i>Are the sentences extremely simple, or does the student try to say a little more about the pictures?</i> ]</p> <p>– Is the <u>language</u> in the sentences <u>correct</u>? [ <i>Is the grammar/ vocabulary/ spelling/ punctuation (mostly) correct?</i> ]</p>
2.5	Good.	
2	Quite good.	
1.5	Adequate. (Just good enough)	
1	Inadequate. (Not good enough)	
0.5	A <u>very</u> weak attempt at the task.	
0	No attempt at the task.	

WRITING 3 (5 mks)	
5	Task achievement is <u>very good</u> . Meaning is very clear. Grammar/ Vocab are correct and appropriate. Spelling and punctuation are very good.
4	Task achievement is <u>good</u> . Meaning is almost always clear. Grammar/ Vocab are mostly correct and appropriate. Spelling and punctuation are good.
3	Task achievement is <u>adequate</u> . Meaning is clear enough. Grammar/ Vocab are reasonably correct and appropriate. Spelling and punctuation are reasonably good.
2	Task achievement is <u>inadequate</u> . Meaning is sometimes unclear. Grammar/ Vocab are quite often incorrect or inappropriate. Spelling and punctuation are often inaccurate.
1	Task achievement is <u>poor</u> . Meaning is often unclear. Grammar/ Vocab are very often incorrect and inappropriate. Spelling and punctuation are very poor.
0	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense