




VOCAB 2 (2.5 mks)	GRAMMAR 1 (2.5 mks)	GRAMMAR 2 (2.5 mks)
6. invest	1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	6. a
7. habitat	2. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	7. were
8. careful	3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	8. to
9. horror	4. <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	9. so
10. subscribe	5. <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10. but
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, but ignore lower/upper case.</i>

READING 1 (5 mks)							
	A	B	C	D	E	F	G
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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"/>
3.	<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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>							

READING 2 (6 mks)			READING 3 (9 mks)		
6.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	12. Nigeria	
7.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	13. environmental groups	
8.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. sing/ perform music	
9.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	15.	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	16.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	17.	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			<i>Notes: One-and-a-half marks each.</i> <i>Qs 12-14: Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i> <i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>		



WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may well be different individual ways of interpreting or approaching a task, but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced mark** (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)

5	<ul style="list-style-type: none"> – Presents the information fully, clearly, and in an interesting way. – Writing is well-organised and coherent. Only minor language errors.
4	<ul style="list-style-type: none"> – Presents a good quantity of relevant information clearly enough. – Language is mostly correct, despite a few noticeable errors.
3	<ul style="list-style-type: none"> – Presents a reasonable quantity of relevant information, but with some gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only a limited amount of information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task. Very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the topic/ information provided) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>



WRITING 2 (10 mks)

10	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
6	<ul style="list-style-type: none"> – Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the task) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

Note 1: The task is to write an e-mail, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct two marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.