GRADE TEN — ENGLISH LANGUAGE BASIC EDUCATION SEMESTER TWO, 2011/2012, SECOND SESSION



	LISTENING 1 (6 mks)				LISTENING 2 (5 mks)				
1.	0		0						
2.		0	0	7.	cancer				
3.	0	0		8.	6/ six months ago				
4.	0	0		9.	It was expensive/ it costs too much/ she is poor/ she doesn't have enough money				
5.		0	0	10.	(on a) train				
6.		0	0	11.	change her diet/ eat fresh food/ stop eating processed food, etc.				
Notes: One mark each. Responses must be indicated <u>clearly</u> .				spell	s: One mark each. Complete accuracy in grammar & ing is not required, but answers must be <u>clearly</u> and incingly correct.				

	LISTENING 3 (4 mks)									
	in a travel agency	in a hotel	in a museum	in an office	at the zoo	in a pharmacy				
12.	0	0	0		0	0				
13.	0	0	0	0		0				
14.	0	0	0	0	0					
15.	0	0		0	0	0				
Note	Notes: One mark each. Responses must be indicated <u>clearly</u> .									

)			VO	CABULARY	1 (2.5 mks)						
	aimed	announced	became	contained	designed	employed	published	targeted			
1.	0	0	0	0	0	0		0			
2.	0	0		0		0	0	0			
3.	0	0	0	0	0	0	0				
4.		0	0	0	0	0	0	0			
5.	0	0	0	0	0		0 .	0			
Note	s: Half-a-	mark each. Res	Notes: Half-a-mark each. Responses must be indicated clearly.								

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VOCAB 2 (2.5 mks)		GR/	AMMAR 1	(2.5 mks)	GRAMMAR (2.5 mks):			
6. inv <u>est</u>	1.	0	0	0		6.	а	(KEN) (
7. hab <u>itat</u>	2.	0		0	0	7.	were	
8. car <u>eful</u>	3.	0	0	0		8.	to	
9. ho <u>rror</u>	4.	0		0	0	9.	so	a ** 2
10. subs <u>cribe</u>	5.		0	0	0	10.	but	
Notes: Half-a-mark each. Spelling <u>must</u> be correct.			-mark eacl ated <u>clearl</u>		ises .	Spe	lling mus	a-mark each. st be correct, but /upper case.

			READ	ING 1 (5 mks	5)		
	Α	В	С	D	E	F	G
1.	0	0	0		0	0	0
2.	0	0		0	0	0	0
3.	0	0	0	0		0	0
4.	0	0	0	0	0	0	
5.	0		0	0	0	0	0
Notes	: One mark	each. Respons	es must be ind	licated <u>clearly</u> .	and was the op-		

	READ	ING 2 (6 mks	5)		RE	ADING 3 (9 mk	(s)			
6.	0		0	12.	Nigeria					
7.	0	0		13.	13. environmental groups					
8.		0	0	14. sing/ perform music						
9.	•	0	0	15.	0			0		
10.	0	. 0		16.	•	0		0	4	
11.	0	0		17.	0			0		
Notes: One mark each. Responses must be indicated <u>clearly</u> .					<u>s</u> : One-and-a-halt <u>2-14</u> : Complete ac ired, but answers r ect. <u>5-17</u> : Responses r	ccuracy in gramn must be <u>clearly</u> a	and <u>conv</u>	incingly	ot	

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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	- Presents the information fully, clearly, and in an interesting way Writing is well-organised and coherent. Only minor language errors.
4	- Presents a good quantity of relevant information clearly enough. - Language is mostly correct, despite a few noticeable errors.
3	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	- 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	A <u>very</u> feeble attempt at the task. Very little relevant content. Language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant. (Completely unrelated to the topic/ information provided) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

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	-	الفي والمستدارة والموالية
		WRITING 2 (10 mks)
	10	 Impact on intended reader is very positive. 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	 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	 Impact on intended reader is mixed. 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	1	 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	:	 Impact on intended reader is very negative. 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		No <u>attempt at the task: EITHER</u> Irrelevant. (Completely unrelated to the task) OR Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.

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

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