



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One**

**First Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 16**

<b>ELEMENT</b>		<b>Marks</b>		<b>Red Marker</b>	<b>Green Marker</b>	<b>Blue Checker</b>
				<b>Name</b>	<b>Name</b>	<b>Name</b>
<b>LISTENING</b>	<b>15</b>					
<b>VOCABULARY</b>	<b>5</b>					
<b>GRAMMAR</b>	<b>5</b>					
<b>READING</b>	<b>20</b>					
<b>WRITING</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

**LISTENING 1 (Items 1-6)****(6 marks)**

You are going to listen to **a radio interview** between **a reporter** and **Johnny Mills**.  
Listen, and shade in the bubble  next to the correct option.

1. Wakeboarding is a sport that might \_\_\_\_\_.  
 be popular among teenagers       be included in the Olympics       cause a lot of injuries
2. The wakeboarding rider is attached to \_\_\_\_\_.  
 a board       another rider       a speed boat
3. Johnny became a professional wakeboarding rider at the age of \_\_\_\_\_.  
 13       20       25
4. This sport involves \_\_\_\_\_.  
 jumping over a boat       spinning in the air       swimming in the water
5. Wakeboarding is classified as \_\_\_\_\_ sport.  
 a traditional       an extreme       an Olympic
6. The next wakeboarding competition will be held in \_\_\_\_\_.  
 California       Doha       Dubai



**LISTENING 2 (Items 7-11)****(5 marks)**

You are going to listen to Jack telling his **story about Hurricane Harvey**. Listen and for each item, write a short answer (**not more than FOUR WORDS**)

**7.** When did Hurricane Harvey happen? (year)

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**8.** Which city did Harvey strike? (place)

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**9.** What did Jack and his wife need to buy from the shop?

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**10.** How many members of Tom's family were killed? (number)

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**11.** How long did Jack and his wife stay in Oklahoma?

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**LISTENING 3 (Items 12-15)**

**(4 marks)**

You are going to listen to four people speaking. **Who are they?**  
 Listen and for each item, shade in the bubble  under the correct option.

a jockey	a detective	a tourist	a sports fan	a survivor	a volunteer
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<b>12.(1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>13.(2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>14.(3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>15.(4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

15

**VOCABULARY 1 (Items 1-5)****(2½ marks)**

For each item, shade in the bubble  next to the correct option.

Mother Gothel is a wicked **(1)**\_\_\_\_\_ in the well-known story *Rapunzel*. She is an **(2)**\_\_\_\_\_ woman whose skin is covered with wrinkles and spots. Throughout the story, she **(3)**\_\_\_\_\_ Rapunzel, the heroine, in a hidden tower. Mother Gothel pretends to be a **(4)**\_\_\_\_\_ mother while she is, in fact, evil and blames Rapunzel for every problem. The latest edition of Mother Gothel written by Serena Valentino will be **(5)**\_\_\_\_\_ in 2018.

1.  director       character       author       publisher
2.  attractive       amazing       elderly       awesome
3.  locks       brings       manages       attaches
4.  caring       cruel       vicious       scary
5.  predicted       protected       published       supported

**VOCABULARY 2 (Items 6-10)**

**(2½ marks)**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your **spelling** is **correct**.

Example: (noun) a room where food is cooked  
 e.g. They keep the fridge in the **kit** c h e n.

**6.** (adjective) huge and enormous

e.g. It was a **mas** \_ \_ \_ \_ wave that destroyed all the fishermen's boats.

**7.** (verb) to make something ready

e.g. I need to **pre** \_ \_ \_ \_ a summary of my presentation.

**8.** (noun) a very strong wind

e.g. Last night's **st** \_ \_ \_ \_ damaged a lot of houses.

**9.** (adjective) having very little or no light

e.g. The room is very **d** \_ \_ \_ . We can't see each other.

**10.** (verb) to save

e.g. The police helped to **res** \_ \_ \_ \_ a family from the flood.

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**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)**

**(2½ marks)**

For each item, shade in the bubble  under the correct option.

Speaker A: Ammar, what <sup>(1)</sup>\_\_\_\_\_ you done with your school project?

Speaker B: Actually, I have chosen the topic and then I looked <sup>(2)</sup>\_\_\_\_\_ some information.

Speaker A: Oh, that's good! What is your topic?

Speaker B: It <sup>(3)</sup>\_\_\_\_\_ about the most important discoveries in the twenty first century.

Speaker A: That's great! How are you going to present it?

Speaker B: I haven't decided <sup>(4)</sup>\_\_\_\_\_. What do you suggest, Mum?

Speaker A: You can think of writing an article or doing a presentation. Both are appropriate for your topic.

Speaker B: I guess writing an article is better <sup>(5)</sup>\_\_\_\_\_ doing a presentation as people can read it later.

- |     |      |         |       |      |      |      |    |     |     |
|-----|------|---------|-------|------|------|------|----|-----|-----|
| has | will | already | after | than | have | then | is | for | yet |
|-----|------|---------|-------|------|------|------|----|-----|-----|

- |    |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input 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 type="radio"/> | <input type="radio"/> | <input 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR 2 (Items 6-10)****(2½ marks)**

Complete each sentence with **ONE** word only.

6. I \_\_\_\_\_ sitting in the café when you called.
7. Students are now more aware \_\_\_\_\_ their rights and responsibilities.
8. If you had left earlier, you \_\_\_\_\_ have caught the plane.
9. My brother hopes \_\_\_\_\_ be a football star.
10. She went to \_\_\_\_\_ Grand Mosque with her Dad.

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**GRAMMAR  
SCORE**

<b>5</b>



**READING 1 (Items 1-5)**

**(5 marks)**

Match the five texts on the left with the texts in the box. (There are two extra texts in the box.) Shade in the bubble  under the correct option.

1. The National Museum is closed until the end of this week.
2. "In Time" is a science fiction film. It is about people who stop getting old on their 25<sup>th</sup> birthday.
3. My group decided to do some research about good citizenship practices.
4. Ann is 90 kg so she wants to lose weight and become healthier.
5. The school has announced a prize of RO 100 for the winners of the Story Writing Competition.

<b>A.</b> It's an interesting documentary about wild life. It makes you want to learn more about animals and their habitats.
<b>B.</b> Luckily, there is a fitness centre nearby with professional personal trainers.
<b>C.</b> It will open again next Sunday at 9 a.m. We apologize for any inconvenience caused.
<b>D.</b> The findings will be presented in a PowerPoint show during next week's class.
<b>E.</b> Participating students must think of an interesting plot, unusual settings and write at least 500 words.
<b>F.</b> This limited offer is valid for everyone until the end of this week.
<b>G.</b> I would recommend it for the weekend. Have fun and enjoy your time!

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input 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 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 type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**READING 2 (Items 6-11)****(6 marks)**

Read the two texts. Then for each item, shade in the bubble  next to the correct option.

**TEXT 1**

Dear Editor,

As you know, car drifting has become quite an annoying issue in our community these days. It is frightening to see young drivers turning their cars around sharply, making loud screeching noises on our public roads. Young people believe that occasions such as Eids and weddings cannot be celebrated without car drifting. I am not a driver so I feel terrified when I see such young drivers putting their lives and others at risk. There must be strict action taken against such dangerous drivers.

I stay at home taking care of my children. It makes me angry when my babies cannot sleep because of the deafening noise caused by car drifting. I did think of calling the police but when I discussed this issue with my family, they suggested a national campaign against drifting with the involvement of local media. Therefore, we are requesting your newspaper to support this campaign by raising awareness about this dangerous practice. This campaign does not require any funding.

Yours,

Salma

6. Young people drift their cars to show their\_\_\_\_\_.
- happiness                       anger                       annoyance
7. The writer is a \_\_\_\_\_.
- good driver                       house wife                       reporter
8. Salma requested the editor to\_\_\_\_\_.
- donate money                       educate car drivers                       contact the police

**READING 2 (continued)****TEXT 2**

Dear Salma,

Thank you for your letter. I would like to inform you that the Royal Oman Police (ROP) has recently introduced new strict laws (RO 500 fine and three-month jail) to stop illegal drifting.

Our newspaper is committed to educating the public on this issue. We are working closely with the ROP and other organisations to set up special areas around the country where young drivers can practice drifting safely. These places will be open 24 hours a day, 7 days a week. Young car drifters will no longer need to use roads as their playgrounds.

We belong to the same community and I strongly believe that we need to work together to stop illegal drifting. Personally, I had a terrible experience with drifting. Ten years ago, I lost the ability to walk in an awful accident caused by a careless driver. Therefore, I can assure you that our newspaper will fully support this campaign.

Yours,

The Editor

9. The punishment for illegal drifting is \_\_\_\_\_.
- to be imprisoned       to pay money       both (prison and money)
10. According to the Editor, drifting on the roads will \_\_\_\_\_.
- be controlled       get worse       remain the same
11. The Editor is \_\_\_\_\_.
- handicapped       a careless driver       a sports person



**READING 3 (Items 12-17)****(9 marks)**

Read the text. Then, complete the task.

When the BBC screened *Pride and Prejudice*, Jane Austen's novel, for the first time in 1995, it was watched by eighteen million people in Britain. Then it was viewed all over the world. Jane Austen herself could never have imagined this worldwide fame. Although she was very famous, she never travelled outside England.

She was born in 1775 in Hampshire on the south coast of England. She had five sisters and two brothers. Her father established a boarding school in his house. He taught English literature to boys. It is believed that Jane benefitted a lot from her father's library as she spent most of her time there reading books.

At the age of twenty, Jane began writing the *First Impressions* which was later known as *Pride and Prejudice*. This became her most popular novel. Only four of her six novels were published during her lifetime by Thomas Egerton. She died at the age of forty-one in 1817.

Two hundred years after Jane's death, her novels are famous all over the world. Some of them, have become bestsellers and have sold more than 35,000 copies a week. Jane's novels such as *Pride and Prejudice*, *Emma*, *Persuasion*, *Sense and Sensibility* and *Mansfield Park* were made into films and were awarded Oscars.

Jane's house has been turned into a museum and attracts around 200 visitors a day. There is a special website where Jane's work is discussed online by her fans from around the world.

The secret to Jane's success was her full and deep understanding of human relationships in addition to her sense of humour. This makes her works relevant even in the twenty first century.

**READING 3 (continued)**

**Task 1:** For each item, write a short answer (**not more than FOUR WORDS**).

12. Where did Jane travel?

\_\_\_\_\_

13. What was her father's job?

\_\_\_\_\_

14. How many novels did she write?

\_\_\_\_\_

**Task 2:** For each item, shade in the bubble  next to the correct option.

15. Jane's novels were first filmed by\_\_\_\_\_.

the BBC

Hollywood

Thomas Egerton

16. Jane decided to change the title of the *First Impressions* to \_\_\_\_\_.

Pride and Prejudice

Mansfield Park

Sense and Sensibility

17. \_\_\_\_\_ of Jane's novel were published in her lifetime.

Two

Four

Six

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**READING**

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**SCORE**

<b>20</b>
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**WRITING 2**

**(10 marks)**

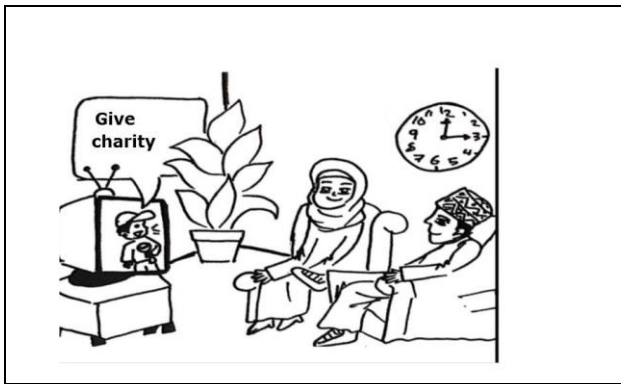
Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story lively and interesting.

watch	collect	thunder storm	flood
trap	receive	helicopter	donate

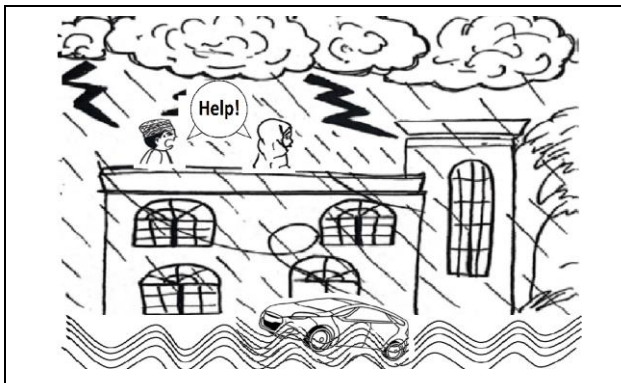
①



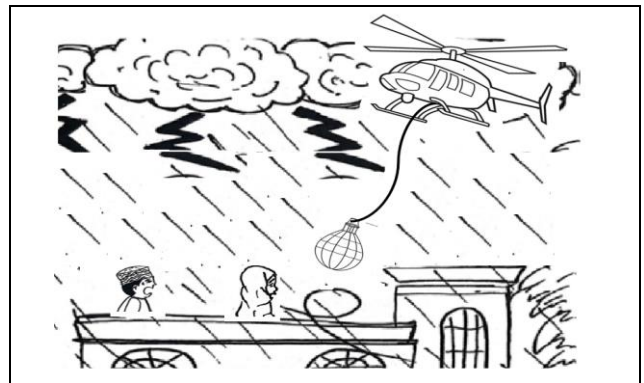
②



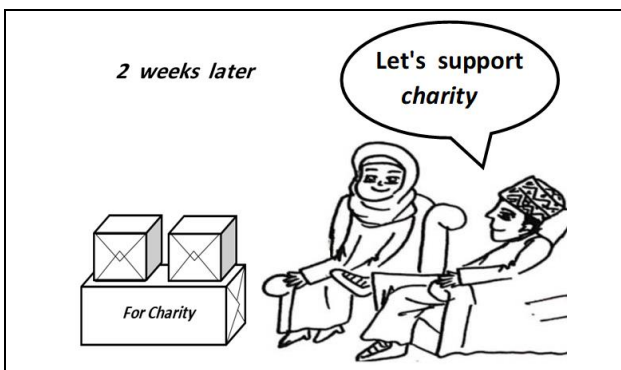
③



④



⑤



⑥









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<b>LISTENING 1 (6 mks)</b>		
1. <input type="radio"/> be popular among teenagers	<input checked="" type="radio"/> be included in the Olympics	<input type="radio"/> cause a lot of injuries
2. <input type="radio"/> a board	<input type="radio"/> another rider	<input checked="" type="radio"/> a speed boat
3. <input type="radio"/> 13	<input type="radio"/> 20	<input checked="" type="radio"/> 25
4. <input type="radio"/> jumping over a boat	<input checked="" type="radio"/> spinning in the air	<input type="radio"/> swimming in the water
5. <input type="radio"/> a traditional	<input checked="" type="radio"/> an extreme	<input type="radio"/> an Olympic
6. <input type="radio"/> California	<input type="radio"/> Doha	<input checked="" type="radio"/> Dubai
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (5 mks)</b>	
7. 2017/ two thousand and seventeen/ twenty seventeen 8. Texas 9. Torches 10. 3 members / Three members 11. 5 days/ Five days	<i>Notes: (i) One mark each.                      (ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.                      (iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

<b>LISTENING 3 (4 mks)</b>						
	a jockey	a detective	a tourist	a sports fan	a survivor	a volunteer
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

**VOCABULARY 1 (2.5 mks)**

- |  |  |  |                                 |
|--|--|--|---------------------------------|
| 1. <input type="radio"/> director          | <input checked="" type="radio"/> character | <input type="radio"/> author               | <input type="radio"/> publisher |
| 2. <input type="radio"/> attractive        | <input type="radio"/> amazing              | <input checked="" type="radio"/> elderly   | <input type="radio"/> awesome   |
| 3. <input checked="" type="radio"/> locks  | <input type="radio"/> brings               | <input type="radio"/> manages              | <input type="radio"/> attaches  |
| 4. <input checked="" type="radio"/> caring | <input type="radio"/> cruel                | <input type="radio"/> vicious              | <input type="radio"/> scary     |
| 5. <input type="radio"/> predicted         | <input type="radio"/> protected            | <input checked="" type="radio"/> published | <input type="radio"/> supported |

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

**VOCABULARY 2 (2.5 mks)**

- |                   |                   |
|-------------------|-------------------|
| 6. <u>massive</u> | 9. <u>dark</u>    |
| 7. <u>prepare</u> | 10. <u>rescue</u> |
| 8. <u>storm</u>   |                   |

Notes: Half-a-mark each. Spelling must be correct.

**GRAMMAR 1 (2.5 mks)**

- |    |                       |                       |                       |                       |                                  |                                  |                       |                                  |                                  |                                  |
|----|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|
|    | has                   | will                  | already               | after                 | than                             | have                             | then                  | is                               | for                              | yet                              |
| 1. | <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"/>            | <input type="radio"/>            | <input type="radio"/>            |
| 2. | <input type="radio"/> | <input type="radio"/> | <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"/>            |
| 3. | <input type="radio"/> | <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"/>            | <input type="radio"/>            |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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 type="radio"/> | <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"/>            |

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

GRAMMAR 2 (2.5 mks)		READING 1 (5 mks)						
		A	B	C	D	E	F	G
6.	was	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	would / could / might	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	to	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>		<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)			
6.	<input checked="" type="radio"/> happiness	<input type="radio"/> anger	<input type="radio"/> annoyance
7.	<input type="radio"/> good driver	<input checked="" type="radio"/> housewife	<input type="radio"/> reporter
8.	<input type="radio"/> donate money	<input checked="" type="radio"/> educate car drivers	<input type="radio"/> contact the police
9.	<input type="radio"/> to be imprisoned	<input type="radio"/> to pay money	<input checked="" type="radio"/> both (prison and money)
10.	<input checked="" type="radio"/> be controlled	<input type="radio"/> get worse	<input type="radio"/> remain the same
11.	<input checked="" type="radio"/> handicapped	<input type="radio"/> a careless driver	<input type="radio"/> a sports person
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

READING 3 (9 mks)			
12.	Nowhere/ never left England		
13.	A teacher		
14.	6 novels / Six novels		
15.	<input checked="" type="radio"/> the BBC	<input type="radio"/> Hollywood	<input type="radio"/> Thomas Egerton
16.	<input checked="" type="radio"/> Pride and Prejudice	<input type="radio"/> Mansfield Park	<input type="radio"/> Sense and Sensibility
17.	<input type="radio"/> Two	<input checked="" type="radio"/> Four	<input type="radio"/> Six
<i>Notes: One-and-a-half marks each.</i>			
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>			
<i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>			

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of Accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>