

\*\*\*\*\*

<b>LISTENING 1 (5 mks)</b>						
	Handcrafts Hall	Different kinds of puppets	Mass tourism	Some tips for learning English	Youth working during holidays	The importance of keeping languages alive
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<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 checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>

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

<b>LISTENING 2 (5 mks)</b>		<b>GRM/ VCB 1 (2.5 mks)</b>	
6.	In the Middle East.	1.	<u>Theatre</u>
7.	A bag (containing a hundred of gold coins.).	2.	<u>Scared</u>
8.	A reward( to anyone who found the bag).	3.	<u>For</u>
9.	To the King.	4.	<u>Shut</u>
10.	To give all the money to the beggar.	5.	<u>Happily</u>

*Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.*

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

GRM/ VCB 2 (2.5 mks)										
	most	who	from	them	There	for	is	When	was	their
6.	<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"/>
7.	<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"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>	<input type="radio"/>
9.	<input type="radio"/>	<input checked="" 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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>people</u>	16. <u>Which</u>
12. <u>cultures</u>	17. <u>Than</u>
13. <u>down</u>	18. <u>National</u>
14. <u>different</u>	19. <u>Spoken</u>
15. <u>example</u>	20. <u>Are</u>

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

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	<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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" 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 checked="" type="radio"/>

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

READING 2 (6 mks)						
5.	<input checked="" type="radio"/>	much	<input type="radio"/>	little	<input type="radio"/>	many
6.	<input type="radio"/>	more difficult	<input checked="" type="radio"/>	easier	<input type="radio"/>	less interesting
7.	<input checked="" type="radio"/>	have a lot of friends	<input type="radio"/>	build a new house	<input type="radio"/>	Plant a lot of trees
8.	<input type="radio"/>	spend	<input type="radio"/>	invent	<input checked="" type="radio"/>	find
9.	<input type="radio"/>	strong	<input checked="" type="radio"/>	careful	<input type="radio"/>	interesting
10.	<input type="radio"/>	advantages	<input type="radio"/>	social networking	<input checked="" type="radio"/>	disadvantages

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

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <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</p>

## WRITING 2 (6 mks)

<b>6</b>	<ul style="list-style-type: none"><li>– Impact on intended reader(s) is <u>very positive indeed</u>.</li><li>– Writing clearly succeeds in achieving its purpose.</li><li>– Uses language which is very appropriate to reader and context.</li><li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>– Impact on intended reader(s) is <u>positive</u>.</li><li>– Writing succeeds to a large extent in achieving its purpose.</li><li>– Uses language which is appropriate to reader and context.</li><li>– A fair range of structures and vocabulary, with a good level of accuracy.</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>– Impact on intended reader(s) is <u>fairly positive</u>.</li><li>– Writing has reasonable success in achieving its purpose.</li><li>– There are clear attempts to use language appropriate to reader and context.</li><li>– Grammar and vocabulary are reasonably correct, though limited in range.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>– Impact on intended reader(s) is <u>mixed</u>.</li><li>– Writing has partially achieved its main purpose, <u>but</u>:</li><li>– Some of the language used is inappropriate to reader and context.</li><li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>– Impact on intended reader(s) is <u>rather negative</u>.</li><li>– Writing only has very limited success in achieving its purpose.</li><li>– There is little evidence of attempts to use appropriate language.</li><li>– Grammar/Vocabulary contain frequent serious errors.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>– Impact on intended readers(s) is <u>very negative</u>.</li><li>– Writing clearly fails to achieve its intended purpose.</li><li>– There is no evidence of any attempt to use appropriate language.</li><li>– The language used is extremely limited and/or seriously distorted.</li></ul>
<b>0</b>	<p><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</p>