

LISTENING 1 (5 mks)			LISTENING 2 (5 mks)						
	True	False							
1.	<input type="radio"/>	<input checked="" type="radio"/>	6.	<input type="radio"/>	house	<input checked="" type="radio"/>	forest	<input type="radio"/>	river
2.	<input checked="" type="radio"/>	<input type="radio"/>	7.	<input checked="" type="radio"/>	sleeping	<input type="radio"/>	reading	<input type="radio"/>	eating
3.	<input checked="" type="radio"/>	<input type="radio"/>	8.	<input type="radio"/>	horse	<input type="radio"/>	cat	<input checked="" type="radio"/>	mouse
4.	<input type="radio"/>	<input checked="" type="radio"/>	9.	<input type="radio"/>	doctor	<input checked="" type="radio"/>	hunter	<input type="radio"/>	farmer
5.	<input type="radio"/>	<input checked="" type="radio"/>	10.	<input checked="" type="radio"/>	friends	<input type="radio"/>	enemies	<input type="radio"/>	hunters

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

GRM/ VCB 1 (2.5 mks)			GRM/ VCB 2 (2.5 mks)								
1.	cake		6.	<input type="radio"/>	to	<input checked="" type="radio"/>	than	<input type="radio"/>	for	<input type="radio"/>	of
2.	snake		7.	<input type="radio"/>	play	<input type="radio"/>	plays	<input checked="" type="radio"/>	playing	<input type="radio"/>	played
3.	lettuce		8.	<input checked="" type="radio"/>	don't	<input type="radio"/>	do	<input type="radio"/>	does	<input type="radio"/>	did
4.	bike		9.	<input type="radio"/>	long	<input type="radio"/>	longer	<input type="radio"/>	longer than	<input checked="" type="radio"/>	longest
5.	guitar		10.	<input type="radio"/>	Who	<input checked="" type="radio"/>	When	<input type="radio"/>	Where	<input type="radio"/>	What

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

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

GRM/ VCB 3 (5 mks)	
11.	<u>need</u>
12.	<u>food</u>
13.	<u>bread</u>
14.	<u>carbohydrates</u>
15.	<u>meat</u>
16.	Chicke <u>n</u>
17.	Prote <u>ins</u>
18.	Vegetab <u>les</u>
19.	Dair <u>y</u>
20.	Cheese <u>s</u>

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

READING 1 (5 mks)						READING 2 (5 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"/>	6. in Haima
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. two / (2) brothers
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Science
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. In summer
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10. Mariam
<i>Notes: One mark each. Responses must be indicated clearly.</i>						<i>Notes: One mark each. Ignore grammar/spelling mistakes as long as the content of the response is <u>clearly</u> correct.</i>	

WRITING 1 (2 mks)		WRITING 2 (3 mks)	
2	Very good.	3	Very good.
1.5	Good.	2.5	Good.
1	Adequate. (Just good enough)	2	Quite good.
0.5	Inadequate. (Not good enough)	1.5	Adequate. (Just good enough)
0	No attempt at the task.	1	Inadequate. (Not good enough)
###	#####	0.5	A <u>very</u> weak attempt at the task.
###	#####	0	No attempt at the task.
<b>Criteria:</b>	<p>Consider the <b>overall quality</b> of the punctuation and use of capital letters in the two sentences <b>as a whole</b>:</p> <ul style="list-style-type: none"> <li>– Have all the correct punctuation marks and capital letters been inserted in the correct places?</li> <li>– Have any been inserted that should <u>not</u> be there?</li> </ul> <p><b>Sentence A:</b> Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx.</p> <p><b>Sentence B:</b> Xxxx xxx xx xxxxx xxxx xxxxx xxxxxx.</p>	<b>Criteria:</b>	<p>Consider the <b>overall quality</b> of the three sentences <b>as a whole</b>:</p> <ul style="list-style-type: none"> <li>– Do the sentences <u>make sense</u>? [ <i>Is the meaning clear?</i> ]</li> <li>– 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?</i> ]</li> <li>– Is the <u>language</u> in the sentences <u>correct</u>? [ <i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i> ]</li> </ul>

**WRITING 3 (5 mks)**

<b>5</b>	<ul style="list-style-type: none"><li>- Writing communicates clearly and is obviously appropriate to the picture.</li><li>- Language is mostly correct.</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>- Writing communicates clearly enough and is appropriate to the picture.</li><li>- However, there are some noticeable language errors.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>- Manages to communicate some relevant information about the picture, but only in a limited way.</li><li>- There are several very noticeable language errors.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>- Attempts to communicate, but only with difficulty. Important points are missing or unclear.</li><li>- Frequent language errors.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>- A very unsatisfactory attempt at the task. Very little is communicated.</li><li>- Language is seriously flawed.</li></ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the picture) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>