
LISTENING 1 (5 mks)						
	paper money	animal exchange	credit cards	metal coins	whales' teeth	shell money
1.	☐	☐	☐	☒	☐	☐
2.	☒	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☒	☐
4.	☐	☐	☐	☐	☐	☒
5.	☐	☐	☒	☐	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

LISTENING 2 (5 mks)	VCB (2.5 mks)
6. (In the) market 7. 100 / one hundred (gold coins) 8. A reward 9. Go to the king 10. The poor man / Sam	1. <u>bank</u> 2. for <u>get</u> 3. po <u>em</u> 4. <u>tidy</u> 5. ba <u>dly</u>
<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM (2.5 mks)										
	mine	it	to	which	the	who	my	be	its	when
6.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
7.	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
9.	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										

GRM/ VCB (5 mks)				
11.	☐ little	☐ much	☒ very	☐ few
12.	☐ by	☒ and	☐ through	☐ about
13.	☐ with	☐ for	☐ under	☒ to
14.	☐ small	☐ weak	☐ unpopular	☒ important
15.	☒ had	☐ have	☐ having	☐ hasn't
16.	☒ was	☐ were	☐ is	☐ are
17.	☐ of	☒ in	☐ at	☐ on
18.	☐ so	☐ isn't	☐ never	☒ but
19.	☐ waken	☒ known	☐ given	☐ drawn
20.	☐ broke	☐ told	☐ spoke	☒ wrote
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>				

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	☐	☐	☒	☐	☐	☐
2.	☐	☐	☐	☐	☒	☐
3.	☐	☐	☐	☐	☐	☒
4.	☒	☐	☐	☐	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)						
5.	☒	a lot of	☐	little	☐	Some
6.	☒	library	☐	Google	☐	shops
7.	☐	Meal	☒	call	☐	future
8.	☐	recycling	☐	environment	☒	entertainment
9.	☐	advantages	☐	social networking	☒	disadvantages
10.	☒	careful	☐	strong	☐	social
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the 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, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, OR Not written in English OR Complete nonsense</i>

WRITING 2 (6 mks)	
6	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	– Message to the intended reader(s) is fairly <u>clear</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	– Message to the intended reader(s) is <u>partially clear</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	– Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	– Message to the intended reader(s) is <u>mostly unclear</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	– Message to the intended readers(s) is <u>unclear</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense
Note 1: The task is to write a letter/ 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. PROCEDURE: 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 one mark from the content-score. Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.	