
LISTENING 1 (5 mks)						
	listening to a concert	watching a film	reading a comic	learning to juggle	Watching a match	dancing in a festival
1.	☐	☒	☐	☐	☐	☐
2.	☐	☐	☐	☒	☐	☐
3.	☐	☐	☒	☐	☐	☐
4.	☐	☐	☐	☐	☒	☐
5.	☒	☐	☐	☐	☐	☐
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .						

LISTENING 2 (5 mks)	VCB (2.5 mks)
6. the Mall of Oman/ the shopping mall/ the mall 7. her sister's birthday/ birthday 8. red 9. her mother/ mother 10. three (hours)/ 3	1. post <u>card</u> 2. hate <u>e</u> 3. slow <u>ly</u> 4. horrib <u>le</u> 5. comed <u>y</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 (2.5 mks)										
	a	and	how	for	of	than	the	was	were	when
6.	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
8.	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
9.	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐

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

GRM/ VCB (5 mks)				
11.	☐ are	☒ is	☐ be	☐ were
12.	☒ find	☐ make	☐ smell	☐ talk
13.	☐ a	☒ an	☐ am	☐ them
14.	☐ having	☐ had	☒ has	☐ have
15.	☐ roots	☐ stems	☐ flowers	☒ leaves
16.	☐ food	☒ water	☐ clothes	☐ books
17.	☒ plant	☐ car	☐ road	☐ mountain
18.	☐ look	☐ go	☒ keep	☐ ask
19.	☒ to	☐ in	☐ at	☐ of
20.	☐ is	☐ was	☐ be	☒ are

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

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.	☐	strange	☒	great	☐	bad
6.	☐	usual	☐	same	☒	different
7.	☐	desert	☐	ocean	☒	space
8.	☒	detective	☐	comedy	☐	science fiction
9.	☐	pictures	☒	words	☐	opinions
10.	☒	half an hour	☐	quarter of an hour	☐	an hour
<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 <u>fairly 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, or 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>.	