
LISTENING 1 (5 mks)						
	taking photos	playing computer games	practicing sport	watching TV	making models	playing piano
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. (on) Saturday 7. at a café/ in front of the café 8. (They were) damaged. 9. the ambulance. 10. Hamad's family.	1. <i>invent</i> 2. <i>extreme</i> 3. <i>compass</i> 4. <i>escape</i> 5. <i>quietly</i>
<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)										
	yet	because	being	ago	more	but	most	written	wrote	be
6.	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
8.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
10.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										

GRM/ VCB (5 mks)				
11.	☐ dangerous	☐ beautiful	☒ endangered	☐ scary
12.	☒ extinct	☐ alive	☐ frightening	☐ poisonous
13.	☐ them	☐ their	☒ they	☐ theirs
14.	☐ happens	☐ happened	☐ happening	☒ happen
15.	☒ Pollution	☐ Education	☐ Protection	☐ Invention
16.	☐ is	☒ has	☐ have	☐ was
17.	☐ built	☐ stayed	☒ destroyed	☐ cleaned
18.	☐ habits	☐ travels	☒ habitats	☐ tables
19.	☐ land	☐ desert	☐ sky	☒ sea
20.	☒ protect	☐ watch	☐ buy	☐ hunt
<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.	☐ send messages	☒ buy products	☐ read books
6.	☐ boring	☐ difficult	☒ easy
7.	☒ save	☐ waste	☐ tell
8.	☒ cheaper	☐ more expensive	☐ better
9.	☐ choose	☐ browse	☒ touch
10.	☒ hard	☐ fast	☐ easy
<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:</i> 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

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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense

Note 1: The task is to write an **e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.