
LISTENING 1 (5 mks)						
	Sailing	Cooking	Sewing	Singing	Drawing	Roller skating
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. Brazil 7. 37 years old 8. February every year 9. loud music /frightened of loud <u>music</u> 10. Her son / Catalina's son / Leao	1. garden<u>den</u> 2. rare<u>e</u> 3. Character<u>ter</u> 4. quietly<u>ly</u> 5. leave<u>ve</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)										
	In	but	a	But	did	have	to	before	were	got
6.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
7.	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
9.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒

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

GRM/ VCB (5 mks)								
11.	☐	inventors	☒	problems	☐	machines	☐	vaccine
12.	☐	For	☐	On	☐	at	☒	of
13.	☒	famous	☐	Empty	☐	long	☐	wrong
14.	☒	invented	☐	Invents	☐	invent	☐	inventing
15.	☐	these	☒	This	☐	those	☐	they
16.	☐	has	☐	Had	☐	having	☒	have
17.	☐	them	☐	Then	☒	the	☐	that
18.	☐	population	☒	information	☐	celebration	☐	pollution
19.	☐	Wire	☐	Word	☒	world	☐	wool
20.	☒	last	☐	next	☐	finally	☐	coming

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.	☐ feed animals	☐ play with animals	☒ see animals			
6.	☐ Entertainment.	☒ Entertainment and Education	☐ Education			
7.	☐ Japan	☒ America	☐ Germany			
7.	☐ happy	☒ sad	☐ healthy			
9.	☐ small	☐ unhealthy	☒ natural			
10.	☐ Animals	☐ visitors	☒ Both animals and visitors			
<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	<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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense
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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 ignored.