
LISTENING 1 (5 mks)						
	reading books	listening to music	taking photos	going fishing	going shopping	watching cartoons
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. Nine / 9 7. His sister and mother 8. The Dinosaur 9. Felt afraid/ afraid 10. Saturday	1. <u>dirty</u> 2. sh <u>out</u> 3. d <u>ream</u> 4. act <u>ive</u> 5. slow <u>ly</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)										
	return	to	couldn't	which	the	who	returned	were	under	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.	☒ of	☐ at	☐ in	☐ to
12.	☒ written	☐ taken	☐ broken	☐ fallen
13.	☐ live	☒ lived	☐ living	☐ lively
14.	☐ I	☐ He	☐ We	☒ They
15.	☐ think	☐ reply	☐ do	☒ teach
16.	☐ the	☐ that	☒ a	☐ an
17.	☐ authors	☐ teachers	☒ characters	☐ doctors
18.	☐ more	☒ most	☐ much	☐ more
19.	☐ my	☐ your	☒ them	☐ his
20.	☐ categories	☐ contents	☐ poems	☒ languages
<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.	☐	healthy	☐	unhealthy	☒	tasty
6.	☐	restaurants	☒	people	☐	chiefs
7.	☒	can't stop	☐	can control	☐	not important
8.	☐	half	☐	less than half	☒	more than half
9.	☐	clean	☐	old	☒	dirty
10.	☒	stop	☐	stay	☐	continue
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .						

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>.	