GUIDELINES FOR THE CONDUCT OF THE LISTENING COMPREHENSION EXAMINATION

ALL INSTRUCTIONS ARE TO BE GIVEN IN ENGLISH

The instructions are in the audio CD and students are expected to listen to the audio CD recordings during the Listening Comprehension Examination. The Teacher’s Copy, which includes the instructions, texts and tasks set, is to be read by teachers ONLY when the audio CD does not function properly.

Resources

- Teacher: Audio CD, Reading Text and Questions
- Each pupil: Pen and Examination Paper

Introduction

The teacher in charge distributes the examination papers to the pupils and asks them to write their name, surname and class on the front cover.

THE TEACHER TELLS THE PUPILS TO FOLLOW THE INSTRUCTIONS.

PROCEDURE

a) 5 minutes – Students read the questions.

b) 3 minutes – The text is heard for the first time.

   (Students may start writing if they wish to.)

c) 7 minutes – The questions are read out and students answer them.

d) 3 minutes – The text is heard for the second time.

e) 7 minutes – The questions are read out again and students answer any unanswered questions.

f) 5 minutes – Final revision of answers by students

Questions 1 to 10 (1 mark each) = 10 marks
Questions 11 (a to h) (½ mark each) = 4 marks
Questions 12 (a, b, c) (2 mark each) = 6 marks

TOTAL 20 MARKS
Instruction 1: You have five minutes to read the questions silently. Do not write anything.
(Students read the questions silently for 5 minutes.)

Instruction 2: Listen carefully as I read the passage What do animals eat? (You may start writing as you listen.)

1. Different animals eat different things. Some animals specialize in eating one particularly food, while others eat whatever they can find.

2. No matter what the activity, everything an animal does requires energy. Giraffes need energy to run; monkeys need energy to climb trees. But where does all of this energy come from? All animals get energy from the food they eat. Depending on the type of animal, this food may consist of plants, animals, or a combination of both.

3. Animals that eat only plants are called herbivores. The majority of herbivores, like giraffes, macaws, ground squirrels and elephants, eat a wide variety of plants and plant parts. Some herbivores, however, are very particular about the plant they eat. Wild pandas eat nothing but bamboo plants—a food that is plentiful where they live but not particularly nutritious for bears. So pandas need to eat a lot. Adult pandas spend 10 to 12 hours each day eating and consume about 18 kilogrammes of food during that time.

4. Animals that eat only other animals are called carnivores. Polar bears, sharks, woodpeckers and anteaters are all carnivores. Like herbivores, however, carnivores may eat a wide variety of animals, or specialize and eat only one type. Bald eagles, for example, are not very particular about the type of meat they eat. They eat road-killed animals or the occasional rabbit plucked from a field, fresh fish or rotting fish. They are even known to scavenge for food in rubbish dumps. In contrast, anteaters are highly specialized creatures. These animals eat little else besides ants and termites, and their sticky tongue and powerful front legs are perfectly adapted for doing just that.

5. Omnivores are the least choosy about what they eat. These animals, which include raccoons, opossums, and black and grizzly bears, eat both plants and animals, and often eat a wide variety of each. A grizzly bear, for example, will eat just about anything it can catch and get its mouth around. Grizzlies are known to hunt for food, including deer, but will also scavenge the carcasses of dead animals. They also eat fish, crustaceans, amphibiaans, small mammals, insects, berries, tree buds, and grass.

Instruction 3: Now I will read the questions to you once. Listen to the exercises and complete them.

Tick ( ✓ ) the correct word, phrase or sentence to answer the questions.

1. What do different animals eat?
   a) dry plants
   b) raw meat
   c) everything
   d) different things

(4-seconds pause)

2. What do animals need to be active?
   a) shelter
   b) safety
   c) energy
   d) sleep

(4-seconds pause)
3. Which animals eat a wide variety of plants and plant parts?
   a) some herbivores
   b) all herbivores
   c) a few herbivores
   d) most herbivores

(4-seconds pause)

4. How is a giraffe different from a wild panda?
   a) It doesn’t eat meat.
   b) It needs food.
   c) It eats different plants.
   d) It is a herbivore.

(4-seconds pause)

5. What do wild pandas eat?
   a) all kinds of plants
   b) bamboo plants
   c) all types of fruit
   d) acacia leaves

(4-seconds pause)

6. Why do adult pandas eat large amounts?
   a) because their food is wholesome
   b) because their food is not so nourishing
   c) because they prefer eating a wide variety of plants
   d) because they have to travel long distances to find food

(4-seconds pause)

7. Which of these only eat other animals?
   a) sharks and woodpeckers
   b) giraffes and macaws
   c) raccoons and opossums
   d) elephants and wild pandas

(4-seconds pause)

8. How are carnivores similar to herbivores?
   a) Carnivores eat a particular food or a wide variety of the foods.
   b) Plants or parts of plants are not part of carnivores’ daily diet.
   c) Carnivores move about to look for meat.
   d) Carnivores’ diet consists of fresh meat and rotting meat.

(4-seconds pause)

9. Which animals search for food in waste disposal sites?
   a) woodpeckers
   b) anteaters
   c) bald eagles
   d) rabbits

(4-seconds pause)

10. Why are omnivores not particular about what they eat?
    a) They often eat a variety of plants and animals.
    b) They eat a variety of plants.
    c) They eat a variety of meats.
    d) They eat fresh meat and carcasses too.

(4-seconds pause)
11. Put a tick (✓) to show whether each sentence is TRUE or FALSE.
   a) Giraffes need energy to run. (4-seconds pause)
   b) Monkeys climb trees. (4-seconds pause)
   c) There are hardly any bamboo plants where pandas live. (4-seconds pause)
   d) Adult pandas eat 18 kilogrammes of food in two days. (4-seconds pause)
   e) Bald eagles only eat fresh meat. (4-seconds pause)
   f) Black bears are highly specialized creatures. (4-seconds pause)
   g) Grizzly bears hunt for deer. (4-seconds pause)
   h) Grizzly bears never eat plants. (4-seconds pause)

12. Fill in each blank with a suitable WORD.
   a) Anteaters mostly eat _____________ and _____________. (8-seconds pause)
   b) Omnivores eat a combination of ____________ and _____________. (8-seconds pause)
   c) ____________ bears and ____________ bears are omnivores. (8-seconds pause)

Instruction 4: I will read the passage and the questions to you a second time. You may complete any unanswered questions as I read.
(The passage and questions are read a second time.)

Instruction 5: You have now five minutes to check your answers, and complete any unanswered questions.
(Students revise and/or complete unanswered questions.)

This is the end of the Listening Comprehension Examination.
DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Department of Curriculum Management
Educational Assessment Unit

Annual Examinations for Primary Schools - Sample

Year 5 ENGLISH Time: 30 minutes
(Listening Comprehension)

Name: ________________________________ Class: __________

Total: _____ MARKS
Tick (✔️) the correct word, phrase or sentence to answer the questions.

1. What do different animals eat?
   a) dry plants
   b) raw meat
   c) everything
   d) different things

2. What do animals need to be active?
   a) shelter
   b) safety
   c) energy
   d) sleep

3. Which animals eat a wide variety of plants and plant parts?
   a) some herbivores
   b) all herbivores
   c) a few herbivores
   d) most herbivores

4. How is a giraffe different from a wild panda?
   a) It doesn’t eat meat.
   b) It needs food.
   c) It eats different plants.
   d) It is a herbivore.

5. What do wild pandas eat?
   a) all kinds of plants
   b) bamboo plants
   c) all types of fruit
   d) acacia leaves
6. Why do adult pandas eat large amounts?
   a) because their food is wholesome
   b) because their food is not so nourishing
   c) because they prefer eating a wide variety of plants
   d) because they have to travel long distances to find food

7. Which of these only eat other animals?
   a) Sharks and woodpeckers
   b) giraffes and macaws
   c) racoons and opossums
   d) elephants and wild pandas

8. How are carnivores similar to herbivores?
   a) Carnivores eat a particular food or a wide variety of the foods.
   b) Plants or parts of plants are not part of carnivores’ daily diet.
   c) Carnivores move about to look for meat.
   d) Carnivores’ diet consists of fresh meat and rotting meat.

9. Which animals search for food in waste disposal sites?
   a) Woodpeckers
   b) Anteaters
   c) bald eagles
   d) rabbits

10. Why are omnivores not particular about what they eat?
    a) They often eat a variety of plants and animals.
    b) They eat a variety of plants.
    c) They eat a variety of meats.
    d) They eat fresh meat and carcasses too.

(10 × 1 mark = 10 marks)
11. Put a tick (✔) to show whether each sentence is TRUE or FALSE.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
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<tr>
<td>b)</td>
<td></td>
<td></td>
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<td>c)</td>
<td></td>
<td></td>
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<tr>
<td>d)</td>
<td></td>
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<tr>
<td>e)</td>
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<tr>
<td>f)</td>
<td></td>
<td></td>
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<tr>
<td>g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td></td>
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</tbody>
</table>

(8 × ½ mark = 4 marks)

14. Fill in the blanks with a suitable WORD.

a) Anteaters mostly eat ________ and ________.

b) Omnivores eat a combination of ________ and ________.

c) ________ bears and ________ bears are omnivores.

(6 × 1 mark = 6 marks)

**END OF LISTENING COMPREHENSION PAPER**
Annual Examinations for Primary Schools - Sample

Year 5 ENGLISH Time: 1 hour 15 minutes
(Reading Comprehension, Language, and Writing)

Name: ___________________________ Class: ______________

Total: 60 marks
A. Reading Comprehension  

A. 1. Read the following facts about Lewis Carroll, the author of *Alice in Wonderland*.

- Lewis Carroll’s real name is Charles Dodgson. He used the name Lewis Carroll when he was writing his poems and children’s books.

- He was born in 1832 and was one of eleven children.

- Lewis Carroll was a teacher of Mathematics.

- Lewis Carroll loved puzzles and games. He was a very keen chess player, and there are lots of references to chess, and other games, in his books for children.

Use information from the text to complete the grid.  

<table>
<thead>
<tr>
<th>Name and Surname</th>
<th>___________________</th>
<th>___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pen Name</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>Year of Birth</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>Number of brothers and sisters</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td>___________________</td>
<td></td>
</tr>
<tr>
<td>Favourite game</td>
<td>___________________</td>
<td></td>
</tr>
</tbody>
</table>
A. 2. Read the following passage carefully.

A Tea Party

Alice saw a large table set out under a tree in front of the house. The March Hare and the Hatter were having tea and a Dormouse was sitting between them, fast asleep.

‘No room! No room!’ they cried out when they saw Alice coming.

‘There’s plenty of room!’ said Alice angrily, and she sat down in an armchair at one end of the table.

‘Have some grape juice,’ the Hare said, but there was only tea. Alice protested that it was not polite to offer grape juice when there was not any.

‘It was not very courteous of you to sit down without being invited,’ he replied.

‘I didn’t know it was your table,’ said Alice; ‘it’s laid for many more than three.’

‘You need a haircut,’ said the Hatter, looking at her curiously.

‘You should learn not to make personal remarks,’ Alice said seriously; ‘it’s very rude.’

The Hatter opened his eyes widely, but he only said, ‘Why is a raven like a writing-desk?’

Alice said, ‘I believe I can guess that riddle.’

Alice thought over all she could remember about ravens and writing-desks, which wasn’t much.

‘Have you guessed the riddle yet?’ the Hatter asked.

‘No, I give it up,’ Alice replied. ‘What’s the answer?’
‘I haven’t the slightest idea,’ said the Hatter.

‘I think you might do something better with the time,’ Alice said, ‘than wasting it in asking riddles that have no answers.’

‘If you knew Time as well as I do,’ said the Hatter, ‘you wouldn’t talk about wasting it. It’s him. If you kept on good terms with him, he’d do almost anything you liked with the clock. We quarreled with Time at the concert and ever since then it’s always six o’clock. Six o’clock is teatime, and we’ve no time to wash the cups, so we just keep moving around the table to a new set of places.’

‘Suppose we change the subject,’ the Hare interrupted.

They woke the Dormouse and asked him to tell them a story. He tried to tell them one but Alice kept interrupting him so the others made rude remarks to her. Finally she became really offended and walked away.

(Adapted from Alice’s Adventures in Wonderland by Lewis Carroll)

Tick (✔) to show the correct answer.

1. Where was the table? (1 mark)

   a) under a tree
   b) inside the house
   c) behind the house
   d) in the back yard

2. How many were already seated at the table when Alice arrived? (1 mark)

   a) two
   b) three
   c) four
   d) five
3. Tick (✓) to show whether each sentence is True or False. (2 marks)

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The table was small.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The table was laid for tea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The Dormouse was wide awake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) The Hatter was sitting between Alice and the Hare.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Match. (3 marks)

<table>
<thead>
<tr>
<th>A riddle is</th>
<th>a bird with black feathers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A raven is</td>
<td>a musical performance.</td>
</tr>
<tr>
<td>A concert is</td>
<td>a puzzling question.</td>
</tr>
</tbody>
</table>

5. Fill in with a phrase from the passage. (3 marks)

a) There were many empty chairs so there was ____________________________

   __________________________________________.

b) The Hare offered Alice ____________________________

   but there was only tea to drink.

c) Alice’s first advice the Hatter not to ____________________________

   __________________________________________.

6. Answer the following questions. (2 marks)

a) Why did Alice advise the Hatter to make better use of time?

   __________________________________________

   __________________________________________.
b) What happened to the clock after they quarrelled with Time?

______________________________________________________________

(2 marks)

c) How do you think the Hare and the Hatter can solve the time problem?

______________________________________________________________

(2 marks)

B. Language (10 marks)

B. 2. Read the text and underline the correct word in brackets.
The first one is an example. 6 marks

The Mole had been (work, working, worked) very hard all the morning. He (is, being, was) spring-cleaning his little home. First he (sweeps, sweeping, swept) the floor and (dusts, dusting, dusted) the furniture. Then he (climbs, climbing, climbed) on ladders and steps and chairs with a brush and a pail of whitewash. By the time he had finished (cleans, cleaning, cleaned) the house, he (has, having, had) dust in his throat and eyes, splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was (moves, moving, moved) in the air above and in the earth below, (enters, entering, entered) even his dark and poor little house with its spirit. It (is, being, was) small wonder, then, that he suddenly (flings, flinging, flung) down his brush on the floor, said ‘Bother!’ and (bolts, bolting, bolted) out of the house without even (waits, waiting, waited) to put on his coat.
B. 2. Read the text and the describing words in the box.
Choose the FOUR describing words that have the same meaning as the underlined words.
Write the suitable describing words over the underlined matching words.
The first one is an example.
4 marks

<table>
<thead>
<tr>
<th>enormous</th>
<th>small</th>
<th>rusty</th>
<th>varied</th>
<th>elderly</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>scanty</td>
<td>stale</td>
<td>many</td>
<td>old</td>
</tr>
</tbody>
</table>

**small**
The little robin hopped over a pile of freshly turned up earth. He stopped on it to look for a worm. The earth was turned up because a dog had been trying to dig up a mole and he had scratched quite a big hole.

Mary looked at it, not really knowing why the hole was there, and as she looked she saw something like a ring of corroded iron or brass, and when the robin flew up into a tree nearby she put out her hand and picked the ring up. It was more than a ring, however; it was an ancient key which looked as if it had been buried for several years.
C. Writing

C. 1. Read the information in the table below about similar things made from different materials.
Use the given words to write sentences that compare the materials.

4 marks

<table>
<thead>
<tr>
<th>Object</th>
<th>Material 1</th>
<th>Material 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: window pane</td>
<td>transparent light</td>
<td>opaque does not let light through</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coat</td>
<td>waterproof keeps dry</td>
<td>absorbent soaks up water</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fork</td>
<td>strong metal difficult to break</td>
<td>weak plastic breaks easily</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Example:
A transparent window pane let light through but an opaque window pane does not let light through.

1. _________________________________________________________
   ______________________________________
   ______________________________________

2. _________________________________________________________
   ______________________________________
   ______________________________________
C. 2. Write FOUR good table manners in the chart below to encourage students to behave appropriately while eating their lunch.

(8 marks)

<table>
<thead>
<tr>
<th>Good Table Manners</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>
C. 3. Composition (18 marks)

Write a composition, between 100 and 150 words, on ONE of the following:

1. Write a letter to your friend to tell him or her about an important event that took place at your school. In your letter write about what happened at the event and what you learned.

2. Picture Composition
   Read and look at the picture. Write a title to the story. Continue the story.

   **Jack walked along a path in the enormous garden. It was noon when he looked up and saw an unusual bird flying over a tree top. He stopped for a moment because it was so beautiful ...**

   Title: ____________________________________________________
Title Number: ________

Use the space below to plan your writing.
Title Number: __________

Use your plan to write about the title.
Write between 100 and 150 words. Write neatly and correctly.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
____________________________________________________________________

END OF PAPER
In questions 1 to 10 if more than one option is ticked, the answer is to be marked as incorrect.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>d) different things</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>c) energy</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>d) most herbivores</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>c) It eats different plants.</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>b) bamboo plants</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>b) because their food is not so nourishing</td>
<td>1 mark</td>
</tr>
<tr>
<td>7.</td>
<td>a) sharks and woodpeckers</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>a) Carnivores eat a particular food or a wide variety of the food.</td>
<td>1 mark</td>
</tr>
<tr>
<td>9.</td>
<td>c) bald eagles</td>
<td>1 mark</td>
</tr>
<tr>
<td>10.</td>
<td>a) They often eat a variety of plants and animals.</td>
<td>1 mark</td>
</tr>
<tr>
<td>11. a</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. b</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. c</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. d</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. e</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. f</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. g</td>
<td>True</td>
<td>½ mark</td>
</tr>
<tr>
<td>11. h</td>
<td>False</td>
<td>½ mark</td>
</tr>
<tr>
<td>12. a</td>
<td>ants; termites (written in any order)</td>
<td>2 marks</td>
</tr>
<tr>
<td>12. b</td>
<td>plants (Do not accept grass / leaves); meat / animals (written in any order)</td>
<td>2 marks</td>
</tr>
<tr>
<td>12. c</td>
<td>black / grizzly (written in any order)</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

No marks are to be deducted for spelling errors in numbers 12 a to 12 c. (If the writing of a word is illegible and / or the word is not clearly communicated to the marker, the mark should not be allotted.)
A. Reading Comprehension (20 marks)

A. 1.
Charles Dodgson (1 mark)
Lewis Carroll (1 mark)
1832 (½ mark)
10 (½ mark)
teacher (½ mark)
chess (½ mark)

A. 2. (2 × 1 mark = 2 marks)
1. a) under a tree
2. b) three

3. (4 × ½ mark = 2 marks)
<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>d)</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

4. (3 × 1 mark = 3 marks)

<table>
<thead>
<tr>
<th></th>
<th>a bird with black feathers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A riddle is</td>
<td>a musical performance.</td>
</tr>
<tr>
<td>A concert is</td>
<td>a puzzling question.</td>
</tr>
</tbody>
</table>

5. (3 × 1 mark = 3 marks)

a) plenty of room
b) (some) orange juice
c) make personal remarks

6. Award marks for comprehension.
No marks are to be deducted for punctuation, spelling and tense mistakes in questions 6 a) to 6 c). Deduct ½ mark for every incomplete answer and incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)

a) Reward answers with the following content.
(He did so because) he was wasting it on riddles that have no answers. (2 marks)
b) Reward answers with the following content.
   It stopped working.  
   
   (2 marks)

c) Accept logically correct answers.
   Examples:
   They can make friends with Time and ask him to show the appropriate time on the clock.
   OR
   They could change what they do at that teatime by first washing the cups and then
   having tea.  
   
   (2 marks)

B. Language

B. 1. Do not allot the mark if more than one option is underlined.
   was, swept, dusted, climbed, cleaning, had, moving, entering, flung, said, bolted, waiting
   
   (12 × ½ mark = 6 marks)

B. 2. Deduct ½ mark per answer if the word is copied incorrectly.
   deep, rusty, old, many
   
   (4 × 1 mark = 4 marks)

C. Writing

C. 1. Reward sentences that are suitable and grammatically correct.
   Deduct ½ mark for each sentence if any tense and / or syntax mistakes occur. (Not more than
   ½ mark is to be deducted per sentence.)
   Deduct 1 mark overall for any spelling and / or punctuation mistakes.
   Any incomplete sentence forfeits the mark.

   Examples:
   1. A coat made of waterproof material keeps dry but a coat made of absorbent material soaks
      up water.
      OR
      1. A rain coat is waterproof and keeps dry while a woollen coat is absorbent and soaks up
         water.
   2. A metal fork is strong and unbreakable but a plastic fork breaks easily.
      OR
   2. A plastic fork is weaker than a metal fork and it can break easily.
   
   (2 × 2 marks = 4 marks)

C. 2.

Reward suitable and grammatically correct sentences.
Deduct ½ mark for each sentence if any tense and / or syntax mistakes occur. (Not more than
½ mark is to be deducted per sentence.)
Deduct ½ mark overall for any spelling and / or punctuation mistakes.

Examples:
Sit up straight in your chair.
Eat slowly and quietly.
Chew with your mouth closed.
Wipe your mouth with a napkin.
Clear the table when you have finished eating.

   (8 marks)
## C. 3. Writing between 100 and 150 words

*(18 marks)*

<table>
<thead>
<tr>
<th></th>
<th>PLANNING</th>
<th>COHERENCE</th>
<th>COHESION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 marks</td>
<td>Planning with little detail, which might not be organized and/or totally relevant to the chosen title.</td>
<td>Generally coherent writing</td>
<td>Generally cohesive writing</td>
</tr>
<tr>
<td>1 mark</td>
<td>Detailed and organized planning which is relevant to the chosen title.</td>
<td></td>
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</tr>
<tr>
<td>2 marks</td>
<td>No planning is evident / Only copied given prompts / listed prompts with no detail and/or totally irrelevant details</td>
<td>No coherence in writing</td>
<td>No cohesion in writing</td>
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<td></td>
<td>Planning with little detail, which might not be organized and/or totally relevant to the chosen title.</td>
<td>The writing shows a significant inability to communicate immediately with the reader. Ideas are not organized logically.</td>
<td>The writing is characterized by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases</td>
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<tr>
<td></td>
<td>Detailed and organized planning which is relevant to the chosen title.</td>
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<td>Generally cohesive writing</td>
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<tr>
<td></td>
<td>Detailed and organized planning which is relevant to the chosen title.</td>
<td>Fully or almost fully coherent writing</td>
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<td>Fully or almost fully cohesive writing</td>
</tr>
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</table>

**Do not deduct marks for spelling, punctuation and grammar errors in the plan.**

### SENTENCE FLUENCY

| 0 marks | Adequate range of sentence structures used | A wide range of sentence structures used effectively |
| 1 mark  | The writing is characterized mainly by simple and compound sentences. Most sentences are demarcated by capital letters and full stops, exclamation marks, and commas in lists. | The writing is characterized by sentence rhythm – a combination of simple, compound, and complex sentences, which are used purposefully with flexibility. Word order is used to create emphasis / conversational effect. Range of punctuation is used effectively, including question marks, full punctuation of direct speech (if used); to give clarity. |
| 2 marks | Adequate range of sentence structures used | A wide range of sentence structures used effectively |

### SENTENCE ACCURACY

<p>| 0 marks | Inaccurate structures | Generally accurate structures |
| 1 mark  | Errors in grammar prevail and distort the meaning. | The writing mostly has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader. |
| 2 marks | Inaccurate structures | Generally accurate structures |
|         | Errors in grammar prevail and distort the meaning. | The writing mostly has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader. | Completely / Almost completely accurate structures |
|         | The majority of sentences are accurate / Writing with only very few mistakes or inappropriacies. | The majority of sentences are accurate / Writing with only very few mistakes or inappropriacies. |</p>
<table>
<thead>
<tr>
<th>SENTENCE ACCURACY (continued)</th>
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<tbody>
<tr>
<td><strong>Punctuation</strong></td>
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<tr>
<td>0 marks</td>
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<tr>
<td><strong>Inaccurate punctuation</strong></td>
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<tr>
<td>Errors in punctuation prevail</td>
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<td>and distort the meaning.</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>0 marks</td>
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<tr>
<td><strong>Inaccurate spelling</strong></td>
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<td>Spelling mistakes prevail and</td>
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<tr>
<td><strong>CHOICE AND RANGE OF VOCABULARY</strong></td>
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<td>0 marks</td>
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<td><strong>Very simple vocabulary that</strong></td>
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<td>fails to render the intended</td>
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<td>meaning**</td>
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<td>A few words are used</td>
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<td>repetitively often</td>
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<td>inappropriately for the task.</td>
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<td>The writing is replete with</td>
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<td>Maltesisims in expression.</td>
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<tr>
<td><strong>TASK ACHIEVEMENT</strong></td>
</tr>
<tr>
<td>0 marks</td>
</tr>
<tr>
<td><strong>Task not achieved</strong></td>
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<tr>
<td>The writing does not follow</td>
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<tr>
<td>the given instructions.</td>
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</table>

Mark the writing out of the total and then deduct **6 marks** for totally irrelevant writing and **4 marks** for partially irrelevant writing.

Deduct **4 marks** if the writing is shorter than 90 words. Deduct **6 marks** if the writing is shorter than 70 words.