A. Reading Comprehension 1 (10 marks)

1. Tick (✓) to show the correct answer. (2 x 1 mark = 2 marks)

   a) ii) You can see them in different places. ✓

   b) i) They use them to touch and smell. ✓

2. Tick (✓) to show whether each sentence is True or False. (6 x ½ mark = 3 marks)

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>✓</td>
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<td>b)</td>
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<td>c)</td>
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<td>f)</td>
<td>✓</td>
<td>✓</td>
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</table>

3. Answer the following questions: (5 marks)

   Award marks for comprehension.

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

   a) i) and ii) Accept possible names of places.

   garden / kitchen (2 x ½ mark = 1 mark)

   b) i) and ii) Accept logically correct answers.

   Examples: climb (up trees) / crawl (on the floor) (2 x ½ mark = 1 mark)

   c) Reward answers with the following content.

   i) The largest / biggest (ants are as big as a paperclip). (2 x 1 mark = 2 marks)

   ii) Yes, (it can).
4. Do not allot the mark, if more than one word is written in each blank. (2 x ½ mark = 1 mark)
Some ants attack their enemies with their big, tough jaws.

A. Reading Comprehension 2
1. Tick (✓) to show the correct answer. (2 x 1 mark = 2 marks)
   
   a) i) It is in a wall. ✓
   b) ii) He sleeps during the day. ✓

2. Tick (✓) to show whether each sentence is True or False. (6 x ½ mark = 3 marks)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a)</td>
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<tr>
<td>f)</td>
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</tbody>
</table>

3. Answer the following questions: (5 marks)

Award marks for comprehension.

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

a) i), ii) and iii) Reward answers with the following content. (3 x ½ mark = 1½ marks)

They read books. / They look up information on the computer. / They borrow books. Accept: They read, borrow books or look up information on the computer.

b) Accept any three of the following: cookbooks / sports books / fairy tales / scary stories / books with (interesting) facts / fact books / information books (3 x ½ mark = 1½ mark)

c) i) No, (he doesn’t). (2 x ½ mark = 1 mark)
   ii) Reward answers with the following content.

because he sleeps during the day / because he prefers reading books

d) He drew a picture and wrote a story. (1 mark)

OR He made a book and put it on a shelf.
B. Language (20 marks)

B.1. Deduct ½ mark overall if the words are misspelt. (4 x 1 mark = 4 marks)

How old are you?
What do you like to read?
Who is your favourite author?
When do you come to the library?

B.2. Do not allot the mark if more than one option is underlined. (6 x 1 mark = 6 marks)

a) Her grandmother was very fond of her so on the girl’s birthday she bought her a special (present, presents).

b) It was a pretty red (capes, cape) with a hood. She liked it very much.

c) The girl put on the hood when she went for a (walks, walk) in the wood.

d) She liked to sit under three tall (tree, trees).

e) Little Red Riding Hood listened to the (bird, birds) singing in the nest.

f) She also picked some (flowers, flower) for her grandma.

B.3. Deduct ½ mark per sentence for any spelling, or grammatical mistakes. (Not more than ½ mark per sentence is to be deducted). (5 x 2 marks = 10 marks)

a) On Tuesdays she plays tennis.

b) On Wednesdays she swims in a pool.

C. Writing (20 marks)

C.1. Write a sentence about each picture. (4 marks)

Deduct 1 mark for overall spelling mistakes.

Award marks for suitable* answers.

* The writing has to be relevant to the context.

C.2. Complete the message below. (6 marks)

Deduct ½ mark overall for any spelling mistakes.

Deduct 1 mark overall for punctuation mistakes.

Award marks for suitable* and grammatically correct sentences.

* The writing has to be relevant to the context.
C.3. Composition  

(10 marks)

In not less than 50 words write a short story or some sentences about this picture.

The mark is to be an impression mark to check the student’s ability to write correct sentence structures and a choice and range of vocabulary. The writing should have correct spelling, punctuation and an orderly presentation.

<table>
<thead>
<tr>
<th></th>
<th>Planning is detailed and relevant. The writing shows the development of the theme. Detail and sequence are managed well. Ideas are organised appropriately and used effectively. The writing presents confident sentence structures, choice and range of vocabulary, style and skill in communicating. Accurate writing places the creative writing high up on the band.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY GOOD</td>
<td>Planning has some details and most of the details are relevant. The writing shows competence in the use of language to communicate. The writing is coherent with ideas or events logically related. The approach used might not be that exciting or original. Most sentences are correctly demarcated showing an understanding of sentence structures and fairly valid punctuation usage. There are mistakes, perhaps occasional gross ones, but not so many as to affect comprehension, or create incoherence.</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>Planning has very few details and most of the details are irrelevant. The writing shows some awareness of the basic knowledge of creative writing, but it contains parts that show a significant inability to communicate immediately with the reader. Capital letters and full stops sometimes demarcate the ideas and sentences, but there are too many mistakes in sentence structure, spelling, punctuation and idiom, making communication nearly or almost impossible.</td>
</tr>
<tr>
<td>POOR</td>
<td></td>
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</table>

While correcting follow the following procedure:

(i) On a rough sheet list strengths and weaknesses along these lines:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>presentation / logical sequence</td>
<td>punctuation, spelling</td>
</tr>
<tr>
<td>sentence structure</td>
<td>some obscurity</td>
</tr>
</tbody>
</table>

(ii) In the light of your assessment of work as a whole, and taking into account:

a) content,   b) expression,  c) accuracy,

place the writing in one of the three main bands on the grid below; then using your rough strengths / weaknesses list, place the writing in the appropriate sub-band on the band chosen.

This should give a fairly standardised mark for the compositions.

<table>
<thead>
<tr>
<th></th>
<th>Competent</th>
<th>9</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY GOOD</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>Pass</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>POOR</td>
<td>Weak</td>
<td>4</td>
<td>3</td>
</tr>
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</table>

*Award 1 mark if the student conveys meaning only by drawing.

Writing which is “Out of point” or “Obviously memorised” should be penalised by starting at 5 marks respectively. Assessment is then at the marker’s discretion.