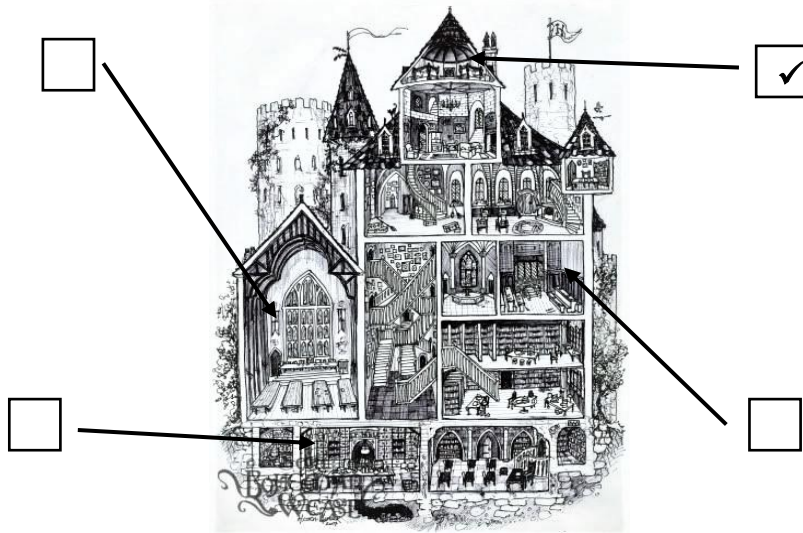
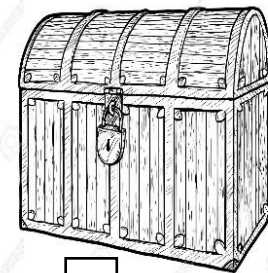
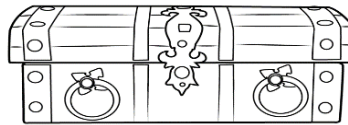
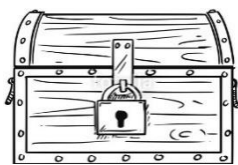


5.



(½ mark)

6.



(½ mark)

7. Award marks for comprehension.

No marks are to be deducted for punctuation, spelling and grammatical mistakes in questions A to C. Allot the marks if the answer shows comprehension.

Reward answers with the following content.

- a) i) No (1 mark)
- ii) Accept any of these two:
No one knew it really belonged to a ghost.
No human being had visited this remote attic for years. (1 mark)
- b) i) The ghost is compared to a wisp of mist. (1 mark)
- ii) It is a good comparison because mist is light and airy just like a ghost who is weightless. (1 mark)
- c) i) The ghost waved the keys to open things / the chest. (1 mark)
- ii) So that he would not be carried away by the wind. (1 mark)

B. Language (10 marks)

B. 1. Deduct 1/2 a mark for any extra punctuation marks used. (10 x 1/2 mark = 5 marks)

1. “¹N²othing much could happen to stop me since ^I have my bunch of keys to help me,⁴” he thought.⁵

2. “⁶W⁷hy would you need to see the town by daylight?⁸” asked ^Tooowhoo the owl.¹⁰

Both the opening and closing speech marks (“ ”) need to be included for the 1/2 mark to be awarded.

B. 2. Deduct 1 mark overall for any spelling mistakes. (10 x 1/2 mark = 5 marks)

places, ponies, geese, oxen, deer, workers, sheep, cows, teeth, antlers.

C. Writing (30 marks)

C. 1. Award marks for suitable* and grammatically correct details/sentences.

Deduct 1/2 mark overall for any spelling mistakes.

Deduct 1/2 mark overall for any punctuation mistakes or omissions.

*The invitation form

(3 marks)

You are invited to Kim’s (10th) Birthday Party!	(1/2 mark)
Date: (any suitable date in any format)	(1/2 mark)
Time: (any suitable time in any format)	(1/2 mark)
Place: (any suitable address)	(1/2 mark)
Please wear (award marks to a complete sentence or sentences describing any clothing or costumes guests could wear)	(1 mark)

C. 2. Award marks for suitable** and grammatically correct sentences.

A total of 2 marks is to be awarded for correct spelling, punctuation and grammatically correct sentences.

(9 marks)

**The postcard message needs to include

- a salutation (e.g. Dear Eric,) (1/2 mark)
- a greeting (e.g. Hi, how are you?) (1/2 mark)
- a brief description of the activities*** (3 marks)
- why he or she is enjoying it (2 marks)
- closing (e.g. Best regards,) (1 mark)

***The holiday can be in Malta, Gozo or abroad. Students need to indicate that they are doing activities that they enjoy that might be different from their usual routine.

C.3. Writing between 100 and 150 words

PLANNING		
0 marks	1 mark	2 marks
No planning is evident / Only copied given prompts / listed prompts with no detail and/or totally irrelevant details	Planning with little detail, which might not be organized and/or totally relevant to the chosen title	Detailed and organized planning which is relevant to the chosen title
Do not deduct marks for spelling, punctuation and grammar errors in the plan.		
COHERENCE		
0 marks	1 mark	2 marks
No coherence in writing The writing shows a significant inability to communicate with the reader. Ideas are not organized logically.	Generally coherent writing Information and ideas are presented with some organization.	Fully or almost fully coherent writing Information and ideas are organized in a logical sequence within a paragraph.
COHESION		
0 marks	1 mark	2 marks
No cohesion in writing The writing is characterized by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases.	Generally cohesive writing Simple connectives <i>and, but, then</i> link clauses. Linking words and phrases are used appropriately, although there may be some over-use.	Fully or almost fully cohesive writing Writing marked by variety in subordinating connectives, including causal conjunctions, e.g. <i>so, because, if ...</i> . A range of linking words and / or phrases is used effectively.
SENTENCE FLUENCY		
0 marks	1 mark	2 marks
No use of sentence forms The writing is characterized by a list of memorized words and phrases copied from the title and given prompts. No punctuation is used.	Adequate range of sentence structures used The writing is characterized mainly by simple and compound sentences. Most sentences are demarcated by capital letters and full stops.	A wide range of sentence structures used effectively The writing is characterized by sentence rhythm – a combination of simple, compound, and complex sentences. Sentences are demarcated by capital letters, full stops, exclamation marks, and commas in lists, to give clarity.
SENTENCE ACCURACY		
Structures		
0 marks	1 mark	2 marks
Inaccurate structures Errors in grammar prevail and distort the meaning.	Generally accurate structures 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.

SENTENCE ACCURACY (continued)		
Punctuation		
0 marks	1 mark	2 marks
<p>Inaccurate punctuation Errors in punctuation prevail and distort the meaning.</p> <p><i>(more than 10 mistakes)</i></p>	<p>Generally accurate punctuation The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication.</p> <p><i>(between 5 and 10 mistakes)</i></p>	<p>Completely / Almost completely accurate punctuation Range of punctuation is almost always / always used correctly, with little omission.</p> <p><i>(up to 4 mistakes)</i></p>
Spelling		
0 marks	1 mark	2 marks
<p>Inaccurate spelling Spelling mistakes prevail and distort the meaning.</p> <p><i>(more than different 10 mistakes)</i></p>	<p>Generally accurate spelling The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident.</p> <p><i>(between 5 and 10 different mistakes)</i></p>	<p>Completely / Almost completely accurate spelling The writing has no or very few mistakes in spelling and / or word formation.</p> <p><i>(up to 4 different mistakes)</i></p>
CHOICE AND RANGE OF VOCABULARY		
0 marks	1 mark	2 marks
<p>Very simple vocabulary that fails to render the intended meaning A few words are used repetitively often inappropriately for the task. The writing is replete with <i>Maltesisms</i> in expression.</p>	<p>An adequate range of vocabulary conveying the intended meaning Mostly simple noun phrases are used with little expansion. Less common vocabulary is used, but there may be occasional inaccuracies in word choice and collocation.</p>	<p>An excellent range of vocabulary and idiomatic language effectively conveying the intended meaning Precise word choice and collocation fully support purpose and maintain interest. Effective use is made of context words and function words.</p>
TASK ACHIEVEMENT		
0 marks	1 mark	2 marks
<p>Task not achieved The writing does not follow the given instructions.</p>	<p>Task partially achieved The writing is adapted to meet some of the requirements of the task, e.g. the appropriate form of letter writing; and / or the purpose of the text.</p>	<p>Task completely / almost completely achieved Skilful use of the correct form demanded by the genre. All language or presentational choices match the targeted audience and purpose. Style fits the genre, e.g. use of narrative-descriptive writing to communicate events and describe scenes.</p>

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.