

**Mark Scheme for Section A****Question 1****(10 marks)****Assessment Objectives**

This part assesses the student's ability to:

- show understanding of the use of correct grammar in context.
- correct grammatical errors in the text.

**Answers for Question 1**

<b>Correction</b>		
<b>Question</b>	<b>Answer</b>	<b>Mark</b>
a	the	1 mark
b	emerged	1 mark
c	flooded	1 mark
d	for	1 mark
e	swarms	1 mark
f	were	1 mark
g	who	1 mark
h	pumped	1 mark
i	those	1 mark
j	care	1 mark

**Note:**

*There should be only **one answer** for each line. If a student writes more than one answer, take only the first answer into consideration.*

**Mark Scheme for Section B****(30 marks)****Question 2****(10 marks)****Assessment Objectives**

This part assesses the student's ability to:

- read and understand the text.
- identify and transfer the correct information from a linear text into a non-linear.

**Note:**

1. **Do** award marks for answers with minor grammatical errors. Correct spelling is mandatory if the word exists in the text.
2. **Do not** award marks for overlifting that includes irrelevant sections of the text.
3. There should be only one answer for each question. If a student writes more than one answer, take only the first answer into consideration.

No	Answers	Remarks	Mark
(a)	Egyptian		1 mark
(b)	Nagrig		1 mark
(c)	El Mokawloon		1 mark
(d)	- Fiorentina	Interchangeable	1 mark
(e)	- Chelsea		1 mark
(f)	Liverpool		1 mark
(g)	The Pharaoh		1 mark
(h)	- Premier League Player of the Month	Interchangeable	1 mark
(i)	- Football Writers' Player of the Year		1 mark
(j)	- African Footballer of the Year		1 mark

**Question 3****(20 marks)****Assessment Objectives**

This part assesses student's ability to:

- read and understand a non-linear text.
- respond to a non-linear text using established reading skills.
- write a note:
  - i. inviting your friend to join you in the programme.
  - i. providing appropriate reasons.
  - ii. adding other relevant information.

Note:

1. **Do** award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.
2. **Do** remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require personal responses.
3. **Do** award full marks for intelligent lifting.
4. **Do not** award marks for over lifting that includes irrelevant sections of the text.
5. **Do not** award marks for answers where meaning is totally unintelligible.

NO	ANSWERS	REMARKS	Mark
(a)	TRUE		1 mark
(b)	FALSE		1 mark
(c)	TRUE		1 mark
(d)	FALSE		1 mark
(e)	Linda Jasmine		1 mark
(f)	Register before 15 <sup>th</sup> OCT. 2018/Register early		1 mark
(g)	i) stamina ii) self-esteem		1 mark 1 mark
(h)	<ul style="list-style-type: none"> <li>• Soft-skill workshop @</li> <li>• Debate, public speaking, choral speaking</li> </ul>	(All three activities mandatory for 1 mark)	1 mark
(i)	To prevent children from wasting time at home doing unbeneficial activities.	(Accept any relevant answers)	1 mark

**General guidelines for marking question (j)**

1. Marked on a 5-band impression scale with marks ranging from 1 – 10.
2. Read and understand the instructions about the following:-
  - a) how writing is assessed and
  - b) what is expected of students

} Refer to Mark Scheme for Section D
3. Read the response provided for relevance to task and assessment objectives specified for the question.
4. Check whether response fulfils the criteria specified in a given band.
5. Indicate merit and demerit expressions.
6. Look for additional details which make the writing interesting.
  - i. Responses which are generally free from serious errors should be placed in the upper bands.
  - ii. Responses with frequent minor and serious errors should be placed in the lower bands.
7. Place a response with total or almost **wholesale lifting in the lower bands. For responses with intelligent lifting, award marks accordingly** based on the given criteria.
8. Students are allowed to use the points in the advertisement when writing out their responses.
9. **Read** the response again to confirm or change bands.
10. If there is a change in the band, **read** the response again to check the general criteria specified in the new band selected.
11. Award marks accordingly.

Note:

- *The general criteria in the bands are common to **ALL** tasks with specific examples given to aid the examiners. All responses must be marked using the criteria given in the bands. Please read the criteria carefully for all five bands **BEFORE** marking.*
- ***The length of the response should not be a criteria in awarding marks. Award marks based on the quality and relevance of the response.***

## Marking Criteria for Question (j)

Band/ Mark	A (9-10)	B (7-8)	C (5-6)	D (3-4)	E (1-2)
<b>Criteria</b>					
<b>Task fulfilment</b>	Fulfilled.	Fulfilled.	Fulfilled.	Partially fulfilled.	Hardly fulfilled.
<b>Language accuracy</b>	Accurate.	Largely accurate.	Sufficiently accurate.	Partially accurate.	Hardly accurate.
<b>Organisation and development</b>	Well-organised & well developed.	Organized & developed.	Sufficiently organized & developed.	Lacking organization.	Hardly any organisation and details.
<b>Sentence structure</b>	Varied & effective.	Largely varied.	Some variety.	Lack variety.	Distorted sentence structures.
<b>Lifting from text</b>	Hardly any lifting.	A little lifting.	Some lifting.	Almost wholesale lifting.	Total lifting.

*Note:*

*Award '0' mark when there is*

- *no response or response written in language other than English; or*
- *mindless lifting of irrelevant chunks from other sources including rubric*

*When awarding marks, **apply the 'best fit' principle.** No script will fit neatly into any one of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. **Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.***

**Mark Scheme for Section C**  
**(20 marks)**

**Assessment Objectives**

This part assesses the student's ability to:

- read and understand a linear text.
- demonstrate understanding of a poem.
- respond appropriately to the comprehension task.
- use language competently to convey meaning in the task.

**Note:**

1. *Do award marks for answers with minor grammatical and spelling errors that do not disrupt meaning.*
2. *Do remember to use your discretion and good judgement for correct answers that appear different from the suggested answers especially for questions that require a personal response.*
3. *Do award full marks for intelligent lifting.*
4. *Do not award marks for overlifting that includes irrelevant sections of the text.*
5. *Do not award marks for answers where meaning is totally unintelligible.*

**Question 4**

**(15 marks)**

**Answers for Questions (a) – (h)**

NO	ANSWERS	MARK								
a)	The act of going on a visit to another place (either for sightseeing or business).	1 mark								
b)	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">-to look for things like spices and tea / spices / tea /</td> <td rowspan="2" style="border: none; vertical-align: middle;">} interchangeable</td> </tr> <tr> <td style="border: none;">-to discover new land</td> </tr> </table>	-to look for things like spices and tea / spices / tea /	} interchangeable	-to discover new land	1 mark 1 mark					
-to look for things like spices and tea / spices / tea /	} interchangeable									
-to discover new land										
c)	To make a visit to the country and <b><u>reside there for some time.</u></b> <i>(underlined words mandatory)</i>	1 mark								
d)	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">i. reside</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td style="border: none;">ii. exotic</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td style="border: none;">iii. devoted</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td style="border: none;">iv. enrich</td> <td style="text-align: right;">1 mark</td> </tr> </table>	i. reside	1 mark	ii. exotic	1 mark	iii. devoted	1 mark	iv. enrich	1 mark	1 mark 1 mark 1 mark 1 mark
i. reside	1 mark									
ii. exotic	1 mark									
iii. devoted	1 mark									
iv. enrich	1 mark									
e)	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">-to learn about different ways of life</td> <td rowspan="2" style="border: none; vertical-align: middle;">} interchangeable</td> </tr> <tr> <td style="border: none;">-to become knowledgeable</td> </tr> </table>	-to learn about different ways of life	} interchangeable	-to become knowledgeable	1 mark 1 mark					
-to learn about different ways of life	} interchangeable									
-to become knowledgeable										
f)	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">- New Zealand</td> <td rowspan="2" style="border: none; vertical-align: middle;">} interchangeable</td> </tr> <tr> <td style="border: none;">- Australia</td> </tr> </table>	- New Zealand	} interchangeable	- Australia	1 mark 1 mark					
- New Zealand	} interchangeable									
- Australia										

g)	to make pilgrimages	1 mark
h)	-give donation / medical aids / food / education / -build shelters / repair broken houses (accept any suitable answers)	interchangeable 1 mark 1 mark

### Question 5

(5 marks)

Answer for Questions (a) – (d)

No	Answers	Remarks	Mark
(a)	The worm killed cock robin.		1 mark
(b)	The birds in the lake ate the fish that had been poisoned by the mercury.		1 mark
(c)	The killer felt proud/ The killer did not feel sorry about his crime.		1 mark
(d)	i) Reduce and recycle rubbish ii) Walk or ride your bicycle if it is a short distance iii) Change to compact fluorescent light bulbs iv) Turn off light when not in use	(Accept other appropriate responses)	1 mark 1 mark

## Mark Scheme for Section D

(40 marks)

### Assessment Objectives

This part assesses student's ability to:

- write based on the given notes using correct and appropriate language.
- write using coherent and cohesive structures to convey meaning effectively.
- add more information, opinions and elaborate ideas.
- write an appropriate response based on a novel to support their responses.

#### a) How writing is assessed

In the assessment of writing skills at the lower secondary school level, students are assessed on their ability to demonstrate the following skills in their written responses:

- **reading skills** in understanding the rubric and fulfilling the requirements of the writing task.
- **thinking skills** to reflect depth and maturity of thinking by giving ideas, reasons and supporting them with appropriate elaborations.
- **language skills** in terms of using language appropriately to provide the correct tone, form and content as required by the task.

The emphasis is on how well the response fulfils the set task and the level of language used. Accuracy of language in terms of grammar, sentence structures and mechanics of writing is essential for effective communication. The examiner must be able to understand and follow the presentation of ideas or events conveyed in the students' responses. Creativity is important but should not be the sole criterion in the assessment of writing.

#### b) What is expected of students?

A student must at least be able to:

- identify the requirements of the task.
- provide the appropriate content according to the task specified.
- use an appropriate format.
- give evidence / reasons to support the given response (novel).
- use correct grammar, sentence structures and mechanics of writing.
- use paragraphs to organise ideas.
- elaborate and develop ideas e.g. by adding details, giving reasons or examples to make responses more interesting.

c) **General instructions to examiners for marking Section D.**

1. Mark on a 5-band impression scale with bands ranging from A-E.
2. Read the response provided for relevance to task and assessment objectives specified for the question.
3. Indicate merit and demerit expressions.
4. Check whether response fulfils the criteria specified in a given band.
5. Look for details which make the writing more interesting. Responses which are **generally free from serious errors** should be placed in the upper bands. However, responses with **frequent serious and minor errors** should be placed in the lower bands.
6. **Read** the response again to confirm or change bands.
7. If there is a change in band, **read** the response again to check the general criteria specified in the new band selected.
8. Award marks accordingly.

### Marking Criteria for Question 6

<b>BAND</b>	<b>A (25-30) EXCELLENT</b>	<b>B(19-24) GOOD</b>	<b>C (13-18) SATISFACTORY</b>	<b>D(7-12) WEAK</b>	<b>E(1-6) VERY WEAK</b>
<b>D E S C R I P T O R S</b>	Task is fulfilled.	Task is largely fulfilled.	Task is sufficiently fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised with supporting details.	Ideas are developed and organised with main ideas and supporting details.	Ideas are sufficiently developed with some organisation and supporting details.	Ideas are partially developed and lack organisation.	Ideas are not developed and not organised.
	Language is accurate with few first draft slips.	Language is largely accurate with some minor errors.	Language is sufficiently accurate. Errors are mostly SWEs.	Language is partially accurate. Errors are mostly MWEs.	Language is inaccurate.
	Sentence structures are varied and used effectively.	Sentence structures are mostly varied.	Sentence structures are sufficiently varied.	Sentence structures lack variety and are repetitive.	Sentence structures are varied and distorted.
	Vocabulary is wide and precise.	Vocabulary is wide enough and mostly precise.	Vocabulary is sufficient but lacks precision.	Vocabulary is limited.	Vocabulary is inappropriate.
	Interest is aroused and sustained.	Interest is largely aroused.	Interest is sufficiently aroused.	Interest is partially aroused.	Interest is hardly aroused.

*Note:*

*Award '0' mark when there is*

- *no response or response written in other than English; or*
- *mindless lifting of irrelevant chunks from other sources including rubrics.*

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*When awarding marks, **apply the ‘best fit’ principle.** No script will fit neatly into any of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. **Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.***

**The length of the response should not be a criteria in awarding marks. Award marks based on the quality and relevance of the response.**

### Marking Criteria for Question 7

BAND	A EXCELLENT (9-10)	B GOOD (7-8)	C SATISFACTORY (5-6)	D WEAK (3-4)	E VERY WEAK (1-2)
D E S C R I P T O R S	Task is successfully fulfilled.	Task is largely fulfilled.	Task is sufficiently fulfilled.	Task is partially fulfilled.	Task is hardly fulfilled.
	Ideas are well-developed and well-organised with supporting details.	Ideas are largely developed and organised. Largely supported with evidence from the text.	Ideas are sufficiently developed but lack organisation. Supported with some evidence from the text.	Ideas are partially developed and lack organisation. Minimal evidence from the text.	Hardly any ideas.
	Language is accurate with few first draft slips.	Language is largely accurate with some minor errors.	Language is sufficiently accurate. Errors are mostly SWEs.	Language is partially accurate. Errors are mostly MWEs.	Language is inaccurate.
	Sentence structures are varied and used effectively.	Sentence structures are mostly varied.	Sentence structures are sufficiently varied.	Sentence structures lack variety and are repetitive.	Sentence structures are distorted.
	Vocabulary is wide and precise.	Vocabulary is wide enough and mostly precise.	Vocabulary is sufficient but lacks precision.	Vocabulary is limited.	Vocabulary is inappropriate.
	Interest is aroused and sustained.	Interest is largely aroused.	Interest is sufficiently aroused.	Interest is partially aroused.	Interest is hardly aroused.

*Note:*

Award **'0'** mark when there is:

- no response or response written in language other than English; or
- mindless lifting of irrelevant chunks from other sources including rubric.

When awarding marks, **apply the 'best fit' principle**. No script will fit neatly into any of the bands. To determine the appropriate mark, identify the band the response belongs to and refer to the criteria in the band. **Examiners should assess the script holistically and always refer to the coordinated scripts for consistency.**