



**Section A: Reading**

**50 marks**

**Task A1**

**10 marks**

**Read the text which is on a separate sheet and answer the questions below.**

**Underline the correct answer.**

**5 marks**

1. The bar chart shows the sales of small appliances for the first (week, month, two months, three months) of the year.
2. The bar chart is based on a study conducted only among (teenage and young adult customers, adults and seniors over sixty, adult customers up to age sixty, middle-aged customers).
3. The results indicate that the sale of juicers was (least, more, most, fairly) popular among the oldest age group in the study.
4. The largest number of customers in the oldest age group bought a (juicer, food processor, air fryer, coffee machine).
5. The sale of (juicers, food processors, air fryers, coffee machines) amounted to a minimum of 25% and a maximum of 35% of sales across all age groups.

**Are the following sentences about Town & Country Department Store's cooking classes True (T) or False? (Tick (✓) the correct answer.**

**5 marks**

		TRUE	FALSE
1.	People interested in learning how to make pasta dishes can attend classes once a week.	✓	
2.	More than one cooking class is held in the morning.		✓
3.	Classes are scheduled to begin in March.		✓
4.	One can call the store to register for any of the classes.		✓
5.	Customers who buy a small kitchen appliance get two free classes.	✓	

**Task A2****40 marks****Read the text below and answer all the questions that follow.**

Underline the correct answer.

1 mark

1. Which is the best title for the text?

- a. A summer holiday
- b. Discovering oneself**
- c. My career

2. In which section of an online newspaper would you find this article?

1 mark

- a. News
- b. Travel
- c. Lifestyle**

3. The aim of the article is to

1 mark

- a. narrate an experience.**
- b. advice the reader to avoid climbing.
- c. inform the reader about wildlife.

4. Which one of the following pictures would be published with this article? Tick (✓) the correct box below.

**B.**


1 mark

5. Below are the missing subheadings for paragraphs A , B, C, D, E in the text. Write the correct letter of each paragraph in the second column. One subheading is extra.

5 marks

<b>Subheadings</b>	<b>Paragraph</b>
On the way down	<b>C</b>
Lifelong effect	<b>E</b>
Reaching the summit	<b>B</b>
Frustration after the journey	---
Journey's end	<b>D</b>
Setting off	<b>A</b>

6. In between 60 to 70 words, summarise the writer’s thoughts after the climb in the last paragraph.

10 marks

<b>The following salient points are found in the last paragraph.</b>			
1) Struggles of climb 2) Reflection on hike and climb 3) Comparison between hike and life 4) Lesson learned from the climb 5) What success in life depends upon 6) Help from loved ones 7) Second lesson learnt 8) Appreciation of environment			
<b>SUMMARY: 10 MARKS</b>			
<b>Identification of the 8 salient points above</b> <b>½ mark for each point mentioned (4 marks)</b> <b>½ mark for using own words (4 marks)</b>			
	<b>1</b>	<b>0.5</b>	<b>0</b>
<b>Accuracy 1 mark</b>	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures are limited and mostly inaccurate.
	<b>1</b>	<b>0.5</b>	<b>0</b>
<b>Organisation &amp; Structure 1 mark</b>	Writing is well organised and structured in a paragraph. A topic sentence is included. Good use of linking words.	Writing is adequately organised and structured in a paragraph. A topic sentence is included. Adequate use of linking words.	Writing is poorly organised and unstructured. No topic sentence is included. Few or no linking words.

7. Tick (✓) the FIVE correct sentences.

5 marks

There were wildflowers along the mountain path.	✓
The writer saw many butterflies in the bushes.	
The writer could hear birdsong in the trees.	✓
It was very cold at the summit.	
The writer looked into the distance when on the top of the mountain.	✓
The writer went a different way down the mountain.	
The writer caught a glimpse of a deer, rabbits and a fox.	✓
The writer spent time wondering about the expedition to the mountain top.	✓

8. a. Underline the correct answer in brackets.

The writer felt (disappointed, dissatisfied, delighted) with the climbing experience. 1 mark

b. Quote a part sentence of eleven words from Paragraph D to support your answer. 1 mark

**“my heart was full, from having experienced such a beautiful journey”**

9. Are the following statements **True** (T) or **False** (F)? Underline the correct answer and give a reason to support your answer. 5 marks

a. The writer thought it was going to be easy to climb the mountain.

True / **False** because **he wanted to take up a challenge.**

b. The writer climbed the mountain alone.

**True** / False because **the writer climbed the mountain solo.**

c. The writer had lunch at a restaurant at the top of the mountain.

True / **False** because **the writer had a packed lunch.**

d. The writer saw the wild animals by chance.

True / **False** because **the writer was keeping an eye out for them.**

e. The writer wishes to repeat the experience.

**True** / False because **the writer hoped to do it again.**

10. What do the following words, found in bold in the text, refer to? 3 marks

a. me **the writer**

d. it **the hike / climb**

b. where **the summit**

e. this **experience**

c. my **of the writer / the writer's**

f. its **of nature / nature's**

11. From Paragraphs A, B, E find ONE word which means: 4 marks

a. adventurous **daring**

e. achievement **accomplishment**

b. path **trail**

f. pondering **reflecting**

c. gentle wind **breeze**

g. best **finest**

d. finally **Eventually**

h. conquer **overcome**

12. In your own words explain what the writer means by the following: 2 marks

“... if you put your heart into it, anything is possible!”

Accept answers which are similar to the one below:

**You can do anything** (1m) **if you really want to do it.** (1m)

**Section B: Writing  
Task B1**

**50 marks  
10 marks**

**Short writing task**

Greets	the friend	<b>1</b>	<b>1/2</b>	<b>0</b>
Responds	appropriately to the situation (gives relevant and supportive advice)	<b>2</b>	<b>1</b>	<b>0</b>
Uses	appropriate electronic text type features and register	<b>1</b>	<b>1/2</b>	<b>0</b>
Uses	a range of appropriate vocabulary	<b>1</b>	<b>1/2</b>	<b>0</b>
Uses	accurate grammatical structures	<b>2</b>	<b>1</b>	<b>0</b>
Uses	devices to make writing coherent and cohesive	<b>1</b>	<b>1/2</b>	<b>0</b>
Punctuation		<b>1</b>	<b>1/2</b>	<b>0</b>
Spelling		<b>1</b>	<b>1/2</b>	<b>0</b>
<b>10 MARKS</b>				

1 mark is to be deducted from the total if the writing task is 5 words shorter than 70 or longer than 80 words.

2 marks is to be deducted from the total if the writing task is 6 words or more shorter than 70 or longer than 80 words.

Section B: Writing Task B2					
Long Writing Task 40 marks	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Task achievement (content, relevance, text type features) (5 marks)</b>	<ul style="list-style-type: none"> <li>Task is achieved in full</li> <li>Content is completely relevant</li> <li>Text type features are entirely appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved quite well</li> <li>Content is mostly relevant</li> <li>Text type features are mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved in part</li> <li>Content is not always relevant</li> <li>Text type features are not always appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is hardly achieved</li> <li>Content is under-developed</li> <li>Text type features are minimally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is not achieved</li> <li>Content is irrelevant</li> <li>Text type features are not appropriate</li> </ul>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Organisation and Linking (Coherence and Cohesion) (5 marks)</b>	<ul style="list-style-type: none"> <li>Structure and organise their writing in a cogent manner</li> <li>Cohesive devices are varied and link together well</li> </ul>	<ul style="list-style-type: none"> <li>Structure and organise their writing into a coherent prose</li> <li>Cohesive devices are quite varied and generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure are fairly correct though unambitious</li> <li>Cohesive devices are rather limited</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure show lack of control</li> </ul>	<ul style="list-style-type: none"> <li>No attempt to structure and organise their writing</li> </ul>
	<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 0</b>
<b>Grammar and accuracy (10 marks)</b>	<ul style="list-style-type: none"> <li>Varied and accurate grammatical structures and syntax</li> <li>Excellent choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate grammatical structures and syntax</li> <li>Quite varied grammatical structures</li> <li>Good choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are rather basic and sometimes inaccurate</li> <li>Adequate choice of expression but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are limited and mostly inaccurate</li> <li>Limited choice of expression and with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are inaccurate</li> <li>Very poor choice of expression and inaccurate</li> </ul>
	<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 0</b>
<b>Vocabulary and Register (10 marks)</b>	<ul style="list-style-type: none"> <li>Wide-ranging and appropriate vocabulary</li> <li>Good use of register</li> </ul>	<ul style="list-style-type: none"> <li>Good range and appropriate vocabulary</li> <li>Appropriate use of register</li> </ul>	<ul style="list-style-type: none"> <li>Choice of vocabulary is unambitious and sometimes inaccurate</li> <li>Adequate use of register but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary, possibly seen in the repetition of words</li> <li>Not sensitive to the choice of register</li> </ul>	<ul style="list-style-type: none"> <li>Very limited and inappropriate choice of vocabulary</li> <li>Register is ignored</li> </ul>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 - 0</b>
<b>Punctuation (5 marks)</b>	Accurate use of punctuation	Good use of punctuation	Adequate use of punctuation but some errors	Punctuation use is rather poor	Punctuation use is very poor
<b>Spelling (5 marks)</b>	Spelling is accurate. 0 mistakes = 5 marks	Spelling of low-frequency words mostly accurate. 1-2 mistakes = 4½ marks 3-4 mistakes = 4 marks	Spelling of low-frequency words fairly accurate. 5 mistakes = 3½ marks 6 mistakes = 3 marks	Spelling of low-frequency words fairly accurate. 7 mistakes = 2½ marks 8 mistakes = 2 marks	Spelling of low- and high-frequency words mostly inaccurate. 9 mistakes = 1 mark 10 mistakes = ½ mark 10+ mistakes = 0 marks