



5. Answer the following questions.

Award marks for comprehension. No marks are to be deducted for punctuation, spelling and tense mistakes in questions a to d. Deduct  $\frac{1}{2}$  mark for every incomplete answer and incorrect syntax. (Not more than  $\frac{1}{2}$  mark per sentence is to be deducted.) Accept any other relevant answers.

- a. Echo is born in spring/ late spring/ between spring and summer/ at the beginning of the summer. (2marks)
- b. He takes care of the other bat pups. (2marks)
- c. Owls and snakes would like to have them for dinner. (2marks)
- d. Yes, because he is very eager to learn to fly so that he can go and catch insects on his own. (2marks)

**B. Language** (Any spelling mistake forfeits the mark)

**10 marks**

1. Look at the picture. Fill in the blanks with these words. (5 marks)

These are Harry's toys. On the chair there is his favourite ball. Right under the table there is his remote controlled car. The apples are next to the vase. The vase of flowers on the table is between the doll and the apples. His soft toy bunny is in the box.

2. Look at this picture.

What are they doing NOW?

(5 marks)

is shining is singing is hugging is drinking is running is choosing

(1 mark each) No marks are to be awarded if tense is not the present continuous; accept any other relevant answers; deduct  $\frac{1}{2}$  mark for each spelling mistake.

### C. Writing

10 marks

1. Look at these signs. What mustn't you do?

(4 marks)

- a. *catch frogs*      b. eat here      c. play football      d. ride a bike  
e. take photos

Accept other valid answers.

2. Imagine you are Thomas. You are going to invite your friend Lara to a picnic.  
**Complete the dialogue.** (6 marks)

The dialogue has to be relevant to the purpose indicated. Award marks for suitable and grammatically correct sentences. Deduct 2 marks overall for any spelling mistakes and grammatically incorrect answers.

### D. Composition

20 marks

In not less than 90 words write **ten sentences or a paragraph** on **ONE** of the following:

1. **On the way home from school.**
2. Write about **Winter**.
3. Imagine you are a kitten. Describe yourself. Where do you live? How do you spend your days? Do you have any friends? How do you find food?
4. **Write a story about a magic carpet.**

You buy an old carpet from a shop. When you lay it on the floor in your bedroom it begins to twitch and move. What happens next?

The mark is to be an impression mark to check the child'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.

Very Good	The writing is constructed in an appropriately chosen form showing 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 composition high up on the band.
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Satisfactory	The composition shows competence in the use of language to communicate. The writing is coherent with the beginning, middle and end suitably distinguished. Ideas or events are 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.
Poor	The writing shows some awareness of the basic knowledge of composition writing, perhaps even having an opening and a conclusion, 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.

**While correcting follow the following procedure:**

- i. On a rough sheet list strengths and weaknesses along these lines:

<b>Strengths</b>	<b>Weaknesses</b>
presentation	punctuation/ spelling
sentence structure	some obscurity

- 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.

Very Good	Competent	20	19	<u>18</u>	17	16
Satisfactory	Pass	15	14	<u>13</u>	12	11
	Weak	10	9	<u>8</u>	7	6
Poor	Very weak	5	4	<u>3</u>	2	1

Writing which is out of point or obviously memorised should be penalised by starting at **10** marks respectively. Assessment is then at the marker's discretion.