



- e. These sea mammals are very different because although they spend much of their time in the water, they are able to come on land and waddle about on their fin-feet. (2 marks)
- f. This is an open-ended question. Marks are to be given to those who give valid answers. (2 marks)
- g. Find words or phrases from the text that have the same meaning as the following. (4 marks)

a	take in air	breathe	1 mark
b	frequently	regularly	1 mark
c	jump	leap	1 mark
d	swing from side to side	waddle	1 mark

## B. Language

10 marks

1. Read the passage below and underline the correct verb.

(5 marks -  $\frac{1}{2}$  mark each)

*tried*, called, was coming, decided, was walking.  
snatched, ran, heard, managed, was, thanked

2. Fill in the blanks with the most suitable word in the box below.

(5 marks;  $\frac{1}{2}$  mark each)

different, amber, intervals, stop, green,  
ready, zebra, pedestrians, passengers, pavement

## C. Short Writing Task

10 marks

1. Award marks for suitable\* and grammatically correct sentences.

(6 marks)

Deduct  $\frac{1}{2}$  mark overall for any spelling mistakes.

Deduct 1 mark overall for any punctuation mistakes or omissions.

\* The instruction has to be adhered to.

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

(6 marks)

Deduct  $\frac{1}{2}$  mark for every sentence if words are spelt incorrectly and / or for any punctuation mistakes or omissions. (Not more than  $\frac{1}{2}$  mark per sentence is to be deducted.)

\*\* The writing has to be relevant to the purpose indicated in the instructions.

D. Long Writing Tasks

(18 marks)

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
<b>No coherence in writing</b> The writing shows a significant inability to communicate immediately with the reader. Ideas are not organized logically	<b>Generally coherent writing</b> Information and ideas are presented with some organization within paragraphs but there may be a lack of overall progression	<b>Fully or almost fully coherent writing</b> Information and ideas are organized in a logical sequence between paragraphs and within a paragraph
COHESION		
0 marks	1 mark	2 marks
<b>No cohesion in writing</b> The writing is characterized by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases.	<b>Generally cohesive writing</b> Simple connectives and, but, then, so, when link clauses; some use of because; simple adverbials e.g. later, after that link sentences. Linking words and phrases are used appropriately, although there may be some over-use	<b>Fully or almost fully cohesive writing</b> Writing marked by variety in subordinating connectives, e.g. because, if, although, until. A range of linking words and / or phrases is used effectively.

<b>SENTENCE FLUENCY</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>No use of sentence forms</b> The writing is characterized by memorized words and phrases; or words and phrases copied from the title and given prompts. No punctuation is used.</p>	<p><b>Adequate range of sentence structures used</b> The writing is characterized mainly by simple and compound sentences. Most sentences are demarcated by capital letters and full stops, exclamation marks, and commas in lists.</p>	<p><b>A wide range of sentence structures used effectively</b> The writing is characterized by sentence rhythm - a combination of simple, compound, and complex sentences, which are used purposefully with flexibility. Word order is used to create emphasis / conversational effect. Range of punctuation is used effectively, including question marks, full punctuation of direct speech (if used); to give clarity</p>
<b>SENTENCE ACCURACY</b>		
<b>STRUCTURES</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>Inaccurate structures</b> Errors in grammar prevail and distort the meaning.</p>	<p><b>Generally accurate structures</b> The writing mostly has grammatically correct sentences, but some mistakes in grammar cause some difficulty for the reader.</p>	<p><b>Completely / Almost completely accurate structures</b> The majority of sentences are accurate / Writing with only very few mistakes or inappropriacies</p>
<b>PUNCTUATION</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>Inaccurate punctuation</b> Errors in punctuation prevail and distort the meaning. (more than 10 mistakes)</p>	<p><b>Generally accurate punctuation</b> The writing mostly has correctly punctuated sentences, but some punctuation mistakes and omissions reduce communication. (between 5 and 10 mistakes)</p>	<p><b>Completely / Almost completely accurate punctuation</b> Range of punctuation is almost always / always used correctly, with little omission. (up to 4 mistakes)</p>
<b>SPELLING</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>Inaccurate spelling</b> Spelling mistakes prevail and distort the meaning. (more than 10 mistakes)</p>	<p><b>Generally accurate spelling</b> The writing of frequently used words is mostly correct. Some mistakes in spelling and word formation are evident. (between 5 and 10 mistakes)</p>	<p><b>Completely / Almost completely accurate spelling</b> The writing has no or very few mistakes in spelling and / or word formation. (up to 4 mistakes)</p>

<b>CHOICE AND RANGE OF VOCABULARY</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>Very simple vocabulary that fails to render the intended meaning</b> A few words are used repetitively often inappropriately for the task. The writing is replete with Maltesisms in expression.</p>	<p><b>An adequate range of vocabulary conveying the intended meaning</b> Mostly simple noun phrases are used with little expansion. Some variety in subject and verbs is evident. Less common vocabulary is used, but there may be occasional inaccuracies in word choice and collocation.</p>	<p><b>An excellent range of vocabulary and idiomatic language effectively conveying the intended meaning</b> Precise word choice and collocation fully support purpose and maintain interest. Effective use is made of content words and function words.</p>
<b>TASK ACHIEVEMENT</b>		
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>
<p><b>Task not achieved</b> The writing does not follow the given instructions.</p>	<p><b>Task partly achieved</b> The writing is adapted to meet some of the requirements of the task, such as the appropriate form of writing; the purpose of the text; the intended audience; the appropriate style</p>	<p><b>Task completely / almost completely achieved</b> 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 descriptive language and imagery, when writing a story</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.

## End of Paper