



L-Università
ta' Malta

MATSEC
Examinations Board



Specimen Papers

SEC 11 English Language

2025

Updated January 2025

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Specimen Assessments: Controlled Paper Level 1-2



L-Università
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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: II - Level 1-2 (Speaking)

DATE:

TIME: 10 minutes

Brief

(Total: 100 marks)

The Speaking Task involves two parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, and (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles. Following this time period, candidates are expected to speak about the topic for up to two minutes. The task should last approximately **10 minutes**.

Below are the instructions for both examiners and candidates to follow during the speaking task.

PART 1 – Guided Examiner-to-Candidate Conversation (about 1 minute)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

In this part of the task, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. How do you spend your free time?
2. What do you plan to do after leaving your school?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the second task.]

After the candidate has answered all the questions, the examiner says:

Thank you. Now we shall proceed to the second part of the task.

PART 2 – Guided Examiner-to-Candidate Long Turn (about 2 minutes)

The examiner tells the candidate:

*In this part of the task, you are to speak for about **two minutes** on the topic you've chosen. Before you start speaking, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to write some notes. You may refer to these notes during the speaking task.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Sports activities keep us healthy and fit. Discuss.
2. Some teenagers are responsible but others are not. Discuss.
3. Friends are important in our life. Discuss.

If the examiner notes that the candidate is unable to maintain discourse for ONE or TWO minutes, the examiner should pose just ONE prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the task to an end.]

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking task.



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SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: II - Level 1-2 (Extracts Booklet)

DATE:

TIME: 75 minutes

Section A: Reading

(Total: 30 marks)

Source A

Paragraph A

Ninety-nine years ago, in the American Magazine Good Health, nutritionist Lenna Cooper declared that breakfast was "in many ways...the most important meal of the day, because it is the meal that kick-starts the day".

Paragraph B

5 "It should not be eaten hurriedly," she continued, "and all the family, as much as possible, should eat it together. And above all, it should be made up of easily digested foods. Breakfast should be balanced in such a way that the various food elements are present in the right proportions. It should not be a heavy meal, consisting of over 500 to 700 calories."

Paragraph C

10 Ever since that line about "the most important meal of the day" has been written, many people have discussed the dangers of skipping breakfast. But, has the importance of the early-morning meal been blown out of proportion? Well, yes and no. Whole societies have flourished without it, like the ancient Romans, for example. They usually ate once a day, around noon and still managed to dominate a fifth of the world. Britain also largely went without it until about the 17th century.

Paragraph D

15 One scientific study after the other, however, has shown that there are health benefits. "Breaking your fast" shortly after waking, rather than in the middle of the day, is healthy. On the other hand, skipping meals, is not. Unfortunately, up to one-third of us still regularly miss breakfast. Establishing a regular eating pattern has shown to regulate levels of blood sugar. It also helps to reduce weight gain and control hunger pangs. So, what should you be having? Even in today's hectic world, almost no one is genuinely so rushed that they can't stick a slice of bread in the toaster or pour milk on cereal – and sit down to enjoy it. If you're stuck for quick and tasty ideas, include "protein-packed" scrambled eggs on wholemeal
20 toast, homemade granola bars, and, for a weekend treat, muffins with ham, cheese and poached egg.

Paragraph E

Once you've dipped your toe in the water, you may be tempted to enjoy the experience. Make sure you set aside enough time to savour it. As the American author John Gunther put it, "All happiness depends on a leisurely breakfast."

Section B

Source B

Fresh from cooking up a feast for a hungry Olympic rowing team, exuberant Bulgaria-born chef Silvena Rowe has taken some time out of **her** busy schedule to chat to us.

The culinary whizz, who talks about some of the most unusual foods she's eaten, has been filming in the UK and the US for two upcoming shows - *The Time Machine Chefs* and the BBC prime time series *Keep Cooking and Carry On*, which will hit screens this autumn.

Off screen, Silvena has been keeping busy too. Her debut restaurant Quince opened in the Mayfair Hotel last year and has since become celebrated for its Eastern Mediterranean cuisine.

We caught up with Silvena during a rare quiet moment in her chaotic schedule.

JOURNALIST: You've been busy cooking for hungry Olympians at your Mayfair restaurant, Quince, recently. Were they different from your usual clientele?

SILVENA ROWE: I cooked for the US women's rowing team. Standing next to those girls I felt tiny. **They** were a fine bunch of ladies with great appetites, stunning and full of woman power. Unusually for me we were all in the kitchen together. We had a lot of fun preparing lamb with white truffle sauce, a pomegranate salad, carrot and coriander soup, as well as fish. They still had room for dessert too, so we prepared my favourite baklava and one of the restaurant's best-selling dishes, white chocolate cheesecake. We're changing the menu soon for autumn, but **this** favourite is going to stay and is going to be renamed Golden Blondie in honour of this great group of blonde Olympians.

JOURNALIST: What was the biggest challenge that the contestants had to overcome on *The Time Machine Chefs*?

SILVENA ROWE: There were quite a few: cooking outside, contending with the weather and of course the lack of basic equipment that we take for granted these days. I was most impressed by **their** use of imagination and resourcefulness. They attempted difficult dishes regardless of their lack of equipment. For me as a judge, creativity and vision won every time. One chef who prepared a Peking duck managed to make use of every part of **it**, brain included.

JOURNALIST: What's the modern kitchen gadget you couldn't live without?

SILVENA ROWE: There is no one particular gadget but modern and simple equipment that we take for granted – basics such as a saucepan, knife or chopping board or a fridge and even heat to cook on. The show makes you realise you just don't need gadgets like choppers and mixers.

JOURNALIST: Apart from duck brains, what's the weirdest thing you've ever eaten?

SILVENA ROWE: Japanese cuisine is the strangest I've ever experienced. I tried fugu, **which** translates as river pig and is pufferfish in English. It's can cause death if it's not prepared correctly but luckily, mine wasn't!

JOURNALIST: You've got a packed schedule with a restaurant to run and TV shows in the UK and the US. Do you find time to cook on your day off?

SILVENA ROWE: I never have time to cook during the week, but I always take Sundays off and that's a great excuse for a feast in my house. We either do a big brunch or late afternoon roast. My husband is a hopeless cook, but I've taught my sons (aged 19 and 24) well. The other night they treated me to meatballs and a Greek salad, which was lovely after a few hard weeks.

(Adapted from Hello Magazine)



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MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: II - Level 1-2 (Questions Booklet)

DATE:

TIME: 75 minutes

Answer all THREE sections.

Section A

(Total: | 30 marks)

You are advised to spend an average of 40 minutes on this section.

Read Source A in the Extracts Booklet.

1. Underline the most appropriate title for this passage: (1 mark)
 - a. Why have breakfast?
 - b. The origins of breakfast
 - c. A traditional British breakfast
2. In your own words explain what nutritionist Lenna Cooper meant by the phrase *kick-starts the day* (line 2-3). (2 marks)

3. **Are the following statements True or False? Circle the correct answer and give a reason.** (5 marks)

- a. The idea that breakfast is important is a new one.
True/False because _____
- b. Breakfast became popular in Britain before the 17th century.
True/False because _____
- c. The finding that breakfast is an important meal is based on one big study.
True/False because _____
- d. It is best to have breakfast as early in the day as possible.
True/False because _____
- e. The majority of us still miss breakfast.
True/False because _____

4. Underline the correct answer:

(1 mark)

The passage

- a. explains the origins of the term *breakfast*.
- b. what Lenna Cooper enjoyed for breakfast.
- c. how to make muffins for breakfast.

5. Between **lines 8 to 12**, find single words or phrases that match the following meanings as used in the passage. (6 marks)

a. talked about

b. missing

c. exaggerated

d. very old

e. command

f. a period of 100 years

6. Using your own words, in a paragraph of **not less than 40 and not more than 50 words**, show why having breakfast and eating regularly is advisable and possible. (6 marks)

7a. Do you think the author is in favour of having breakfast?

(1 mark)

b. Quote **TWO** phrases between lines 21 to 23 to show this.

(2 marks)

i. _____

ii. _____

8. Underline the correct answer.

(1 mark)

The author John Gunther (line 22-23) felt that

- a. you might be happy if you have breakfast
- b. you will be healthy if you have breakfast
- c. you can only be happy if you have breakfast

9. Fill in the boxes below with the correct letter (A-D).

(5 marks)

Which paragraph tells the reader

that having breakfast makes you happy?	Paragraph ____
the different kinds of food to prepare for breakfast?	Paragraph ____
the name of the magazine in which Lenna Cooper wrote?	Paragraph ____
that breakfast is best eaten in a group?	Paragraph ____
that perhaps we are making a fuss about the importance of breakfast?	Paragraph ____

Section B(Total: | 30 marks)

You are advised to spend an average of 35 minutes on this section.

Read Source B in the Extracts Booklet.

1. Underline the correct answer.

(1 mark)

The main purpose of the passage is to

- a. get to know chef Silvena Rowe better.
- b. encourage people to watch chef Silvena Rowe's television shows.
- c. promote chef Silvena Rowe's restaurant.

2. Why is chef Silvena Rowe referred to as a *culinary whizz* (line 3)?

(1 mark)

3. When will both chef Silvena Rowe's television shows be viewed?

(1 mark)

4. Tick (✓) the correct box:

(2 marks)

a. ...become **celebrated** for its Eastern Mediterranean cuisine (line 7)The word **celebrated** is:

Positive	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Negative	<input type="checkbox"/>

b. ...a rare quiet moment in her **chaotic** schedule. (line 8)The word **chaotic** is:

Positive	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Negative	<input type="checkbox"/>

5. Underline the correct word in brackets.

(5 marks)

- a. Silvena Rowe cooked a meal for an Olympic rowing team (lately, long ago, some time ago).
- b. Silvena Rowe's restaurant Quince opened (last autumn, this year, a year ago).

- c. Silvena Rowe cooked for the rowing team (alone, with a group of women, with one helper).
- d. Silvena Rowe prepared (nothing, one dish, two dishes) for dessert for the rowing team.
- e. (The white chocolate cheesecake, The US rowing team, Silvena's cooking show) is going to have a new name.

6. What does chef Silvena Rowe mean by saying "*standing next to those girls I felt tiny*" (line 11)? (2 marks)

7. List **SIX** food items the staff at Quince restaurant prepared for the US Olympic rowing team. (3 marks)

8. What **TWO** things struck chef Silvena Rowe when she was judging contestants participating on the television show *The Time Machine Chefs*? (2 marks)

9. What do the following words refer to in the passage? (3 marks)

- | | |
|--------------------|-------|
| a. her (line 2) | <hr/> |
| b. They (line 12) | <hr/> |
| c. this (line 16) | <hr/> |
| d. their (line 21) | <hr/> |
| e. it (line 24) | <hr/> |
| f. which (line 32) | <hr/> |

10. According to chef Silvena Rowe, which modern kitchen gadgets are not essential? (2 marks)

11. "***Apart from duck brains, what's the weirdest thing you've ever eaten?***" (line 29)
Why do you think the journalist asks chef Silvena Rowe this question? (2 marks)

12. Are the following statements **Fact** or **Opinion**? Circle the correct answer.

(3 marks)

- | | |
|---|------------------|
| a. I always take Sundays off. | (Fact / Opinion) |
| b. ...that's a great excuse for a feast in my house. | (Fact / Opinion) |
| c. We either do a big brunch or late afternoon roast. | (Fact / Opinion) |
| d. My husband is a hopeless cook. | (Fact / Opinion) |
| e. I've taught my sonswell. | (Fact / Opinion) |
| f. They made meatballs and a Greek salad. | (Fact / Opinion) |

13. Read both **Text 1** and **Text 2** and tick (✓) the correct box below:

(3 marks)

Which text	Text 1	Text 2
is an article?		
is an interview?		
aims to persuade the reader?		

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SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: II - Level 1-2 (Writing)

DATE:

TIME: 45 minutes

Section C

(Total: ☐ 40 marks)

1. Short Writing Task

(10 marks)

You are advised to spend an average of 15 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

Your school is organising a competition entitled *Five-Minute Meal*, in which students cook their own meal in five minutes. Below are the ingredients and utensils. Write the step-by-step method for this recipe in the space provided. Use the picture and the lists of Ingredients and Utensils provided to help you.

*Ham and Cheese Omelette*

Ingredients

- 3 eggs
- 3 slices ham
- 3 tablespoons grated cheese
- salt
- pepper
- olive oil

Utensils

- mixing bowl
- whisker
- frying pan
- spatula

2. Extended Writing

(30 marks)

You are advised to spend an average of 30 minutes on this section.

Write in full sentences.

Use the space provided.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

You are going to write an article for the school magazine.

EITHER: Write an article aimed at teenagers who want to take up a career as a chef.

OR: Write an article aimed at teenagers who want to maintain a healthy lifestyle.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Marking Schemes

Marking Criteria – Speaking Controlled Assessment Level 1-2

(based on 100 marks)

	Level 2	Level 2	Level 1
	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:
	25-19	18-11	10-0
Vocabulary (includes register)	<ul style="list-style-type: none"> • Vocabulary range and accuracy are often sufficient to communicate effectively on a topic, but range might be limited; • Word choice is sometimes inappropriate; • Paraphrasing is sometimes used when lacking vocabulary, but this is not always successful; • Error in word choice sometimes effects communication. 	<ul style="list-style-type: none"> • Vocabulary range and accuracy are often sufficient to communicate on topic, but range is limited; • Word choice is often inappropriate; • Is often unable to paraphrase successfully when lacking vocabulary; • Error in word choice frequently effects communication. 	<ul style="list-style-type: none"> • Vocabulary range and accuracy are often insufficient to communicate on topic, and range is very limited; • Word choice is very often inappropriate; • Does not paraphrase successfully when lacking vocabulary • Errors in word choice effect communication completely.
	25-19	18-11	10-0
Spoken Grammar	<ul style="list-style-type: none"> • A range of structures but with some inaccuracies; • Errors mostly occur when attempting complex structures; • Basic grammatical structures and sentence patterns might not be controlled well; • Errors sometimes interfere with meaning. 	<ul style="list-style-type: none"> • A limited range of structures and these might contain errors; • Basic grammatical structures and sentence patterns are not always well controlled; • Errors frequently interfere with meaning. 	<ul style="list-style-type: none"> • A very limited range of structures and these often contain errors; • Basic grammatical structures and sentence patterns are not well controlled; • Errors interfere with meaning.
	25-19	18-11	10-0
Intelligibility (pronunciation & stress)	<ul style="list-style-type: none"> • Communication is quite intelligible but with there is evidence of difficulties in some parts; • Pronunciation, stress, rhythm, and intonation sometimes interfere with ease of understanding, and/or put strain on the listener. 	<ul style="list-style-type: none"> • Communication is only intelligible in some parts; • Pronunciation, stress, rhythm, and intonation interfere quite frequently with ease of understanding, and/or put strain on the listener. 	<ul style="list-style-type: none"> • Communication is inadequate; • Pronunciation, stress, rhythm, and intonation interfere frequently with ease of understanding, and put strain on the listener.
	25-19	18-11	10-0
Discourse Management (structure, connectors, etc.) & Coherence	<ul style="list-style-type: none"> • Stretches of language but tempo is sometimes inappropriate; • There may be loss of fluency, and this at times prevents effective communication; • Speech is affected by repetitions, pauses and self-correction and these sometimes interfere with ease of understanding; • Some use of discourse markers or connectors; • Talk is structured talk but shows difficulty in remaining coherent; • Fillers are sometimes distracting. 	<ul style="list-style-type: none"> • Stretches of language, but tempo is often inappropriate; • Hesitations or slowness in language processing may prevent effective communication' • Speech is affected by repetitions, pauses and self-correction and these regularly interfere with ease of understanding; • Limited use of discourse markers or connectors; • Talk is structured but with some difficulty; • Fillers are often distracting. 	<ul style="list-style-type: none"> • Limited stretches of language, and tempo is often inappropriate; • Hesitations or slowness in language processing often prevent effective communication; • Speech is affected by repetitions, pauses and self-correction and these often interfere with ease of understanding; • Minimal use of discourse markers and/or connectors. • Talk is structure talk but with difficulty; • Fillers are distracting.

Reading : Section A Source A

1a. Why have breakfast?	1 mark
2. Begins the day in a positive way.	2 marks
3. a. <u>True</u> /False because 99 years ago Lenna Cooper wrote breakfast was important. b. True/ <u>False</u> because Britain went without breakfast until the 17th century. c. True/ <u>False</u> because it was based on many scientific studies. d. <u>True</u> /False because you should have breakfast shortly after waking up. e. True/ <u>False</u> because up to one third still miss breakfast.	5 marks
4a. explains the origins of breakfast	1 mark
5.	6 marks
discussed	
skipping	
blown out of proportion	
ancient	
dominate	
century	
6. Breakfast is important and should be the first meal of the day. When it is eaten regularly, it helps to control the level of sugar in one's blood. It also decreases the possibility of putting on weight and makes you feel less hungry. (43 words)	6 marks
7a. Yes. b. i. tempted to wallow in the experience ii. set enough time to savour it	3 marks
8a. you can only be happy if you have breakfast	1 mark
9.	5 marks
E	
D	
A	
B	
C	

Section B Source B

1.	a. to get to know chef Silvena Rowe better		1 mark											
2.	She is a cooking expert.		1 mark											
3.	In autumn		1 mark											
4.	<div>a.<table><tr><td>Positive</td><td>✓</td></tr><tr><td>Neutral</td><td></td></tr><tr><td>Negative</td><td></td></tr></table></div> <div>b.<table><tr><td>Positive</td><td></td></tr><tr><td>Neutral</td><td></td></tr><tr><td>Negative</td><td>✓</td></tr></table></div>	Positive	✓	Neutral		Negative		Positive		Neutral		Negative	✓	2 marks
Positive	✓													
Neutral														
Negative														
Positive														
Neutral														
Negative	✓													
5.	a. lately		5 marks											

	b. last year c. with a group of women d. two dishes e. The white chocolate cheesecake			
6.	Their appearance and the fact that they are ambitious makes her say so.	2 marks		
7.	a. lamb cutlets with white truffle sauce b. pomegranate salad c. carrot and coriander soup d. baklava e. white chocolate cheesecake	3 marks		
8.	Their imagination and resourcefulness.	2 marks		
9.	a. her (line 2) Silvena Rowe's b. They (line 12) The girls/The Women's Rowing Team c. this (line 16) white chocolate cheesecake d. their (line 21) contestants' e. it (line 24) the duck f. which (line 30) fugu	3 marks		
10.	Choppers and mixers.	2 marks		
11.	The journalist wanted to find something unusual about her in order to interest the reader.	2 marks		
12.	a. Fact b. Opinion c. Fact d. Opinion e. Opinion f. Fact	3 marks		
13.	Which text	Text 1	Text 2	3 marks
	is an article?	✓		
	is an interview?		✓	
	aims to persuade the reader?	✓		

Marking Criteria – Summary Rating Scale Controlled Assessment Level 1-2**(based on 6 marks)**

6 marks	Candidates characteristically:	
	2	1
Identification of salient points	<ul style="list-style-type: none"> • <i>identify most of the relevant and salient points in the text.</i> 	<ul style="list-style-type: none"> • <i>identify some of the relevant and salient points in the text.</i>
	2	1
Synthesis and language usage	<ul style="list-style-type: none"> • <i> synthesise the relevant and salient points;</i> • <i>use own words as much as possible;</i> • <i>some evidence of fluency and accuracy.</i> 	<ul style="list-style-type: none"> • <i>attempt to synthesise the relevant and salient points;</i> • <i>attempt to use own words but not always successful;</i> • <i>minimal evidence of fluency and accuracy.</i>
	2	1
Organisation and Structure	<ul style="list-style-type: none"> • <i>structure and organise their writing but with some flaws.</i> 	<ul style="list-style-type: none"> • <i>attempt to structure and organise their writing with a significant number of flaws.</i>

Note 1: Word count - kindly deduct marks as follows: if word count is exceeded/short of: 5 words - 1 mark; 6 - 139 words – 2 marks; 140+words – mark according to the marking scheme and then deduct the achieved mark by half.

Note 2: If the summary is not written as a single paragraph, marks allocated for organisation and linking should be deducted.

Marking Criteria - Controlled Assessment Level 1-2**(based on 10 marks)****Short Writing Task Rating Scale**

(10 marks)	Candidates characteristically:		
	3	2	1
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate. 	<ul style="list-style-type: none"> Task is achieved in part; Content is only partly relevant; Text type features are partly appropriate. 	<ul style="list-style-type: none"> Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate, if at all.
	3	2	1
Language use	<ul style="list-style-type: none"> Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Moderate accuracy of expression; Quite good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors. 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with inaccuracies; Punctuation use is rather poor.
	2	2	1
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Structure and organisation of writing is somewhat coherent; Cohesive devices are used fairly appropriately. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious; Cohesive devices are rather limited. 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control; Minimal use of cohesive devices.
	2	2	1
Vocabulary and Register	<ul style="list-style-type: none"> Adequate range and appropriate vocabulary; Mostly appropriate use of register; Moderately accurate spelling. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited. 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.

Marking Criteria –Controlled Assessment Level 1-2**(based on 30 marks)****Extended writing Rating Scale**

(30 marks)	Candidates characteristically:		
	8 – 7	6 – 3	2 – 0
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate. 	<ul style="list-style-type: none"> Task is achieved in part; Content is only partly relevant; Text type features are partly appropriate. 	<ul style="list-style-type: none"> Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate, if at all.
	8 – 7	6 – 3	2 – 0
Language use	<ul style="list-style-type: none"> Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Moderate accuracy of expression; Quite good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors. 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with inaccuracies; Punctuation use is rather poor.
	7 – 6	5 – 3	2 – 0
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Structure and organisation of writing is somewhat coherent; Cohesive devices are used fairly appropriately. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious; Cohesive devices are rather limited. 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control; Minimal use of cohesive devices.
	7 – 6	5 – 3	2 – 0
Vocabulary and Register	<ul style="list-style-type: none"> Adequate range and appropriate vocabulary; Mostly appropriate use of register; Moderately accurate spelling. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited. 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.

Specimen Assessments: Controlled Paper Level 2-3



L-Università
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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER**

SUBJECT: **English Language**

PAPER NUMBER: II - Level 2-3 (Speaking)

DATE:

TIME: 10 Minutes

Brief

(Total: 100 marks)

The Speaking Task involves two parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, and (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles. Following this time period, candidates are expected to speak about the topic for about three minutes. The task should last approximately **10 minutes**.

Here are the instructions for both examiners and candidates to follow during the speaking task.

PART 1 – Guided Examiner-to-Candidate Conversation (about 2 minutes)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

In this part of the task, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. How did you spend your last summer break?
2. What are your plans for the next school holiday?
3. How do you organise your time during school term?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the second task.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to the second part of the task.

PART 2 – Guided Examiner-to-Candidate Long Turn (about 3 minutes)

The examiner tells the candidate:

*In this part of the task, you are to speak for about **three minutes** on the topic you've chosen. Before you start your discussion, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to write some notes. You may refer to these notes during your discussion.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Celebrities have a positive effect on teenagers. Discuss.
2. Teenagers today are typically very busy. Discuss.
3. Choosing our means of transportation wisely will help us improve our quality of life. Discuss.

If the examiner notes that the candidate is unable to maintain discourse for the required THREE minutes, the examiner should pose just ONE prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the task to an end.]

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking task.



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MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SUBJECT: **English Language**
 PAPER NUMBER: II - Level 2-3 (Extracts Booklet)
 DATE:
 TIME: 75 minutes

Section A: Reading

(Total: 30 marks)

Source A

(0) Technology has completely changed virtually every aspect of our society over the past few decades, from the way we work to the way we socialize and everything in between. One of the **differences** that have been most noticeable is the change in the way that children play and interact with each other from previous generations. Although technology does provide many positive benefits for learning, it also can have several negative effects on child development and quality of life.

(A) One of the biggest differences in the way that children live today is that they do not get as much exercise as they used to. **This** is because technology such as computers, smart phones and television encourages **them** to be sedentary when they get home from school, as opposed to going outside and playing with other children. Child obesity rates have risen drastically over the past several decades. While many schools and parents have made strides to change this by promoting organized exercise both during and after school, we still have a long way to go in helping children play in more conventional ways.

(B) In addition to not getting enough exercise, many children do not experience the benefits of spending time outdoors when they are heavily reliant on technology for entertainment purposes. Spending time outdoors has a huge number of positive effects on the body—it provides you with exposure to sunlight, which supplies your body with Vitamin D. This helps to fight infections and keep your skin healthy. Additionally, regular exposure to sunlight helps to keep your sleep cycle regular by influencing the body's production of melatonin. Recent research has shown screens from devices such as tablets and smart phones emit harmful blue light that can cause headaches, eye strain and irritated eyes for children. Furthermore, sleep is also disturbed by harmful blue light when children are exposed to screen time in the evening due to the suppression of the hormone melatonin which regulates the sleep wake cycle. This makes it increasingly difficult for a child's body to effectively prepare to get ready for a goodnight's sleep.

(C) Technology also has profound impacts on the way children think and feel. Since technology is full of stimuli and often requires paying attention to many different things at once, children who play many video games or spend most of their time online tend to have less of an ability to focus than

children who use technology minimally. It can also affect the way children process information—when children are exposed to high levels of technology, they tend to think through things only superficially and do not develop the ability to think critically or be creative when learning new concepts.

(D) Technology changes the way children socialise and interact with others, which can have huge impacts on their mental and emotional well-being. It has now become common knowledge that high levels of social media use, in both children and adults, can lower self-esteem and create negative moods. However, all types of technology can actually have negative effects on children when used in excess, because they lower children's frequency of interacting with their peers. This makes it more difficult for them to pick up on social cues and develop meaningful relationships with others—something that can have serious negative consequences as **they** grow and develop. They also have a difficult time developing emotions the same way other children would if they spend too much of their time with technology and not enough time being engaged while in the presence of others.

(E) This isn't to say that all technology is bad, or that children should never use technology. Technology provides numerous positive opportunities for learning, entertaining, and socialising, but it should be monitored and used appropriately. Here are some tips to help head off these problems and encourage responsible technology use with your children.

(F) Instead of prohibiting technology use altogether, it is important to set daily limits for how long children can use technology each day. For many children, once they get their initial fix of technology after a long day at school, they will get the same level of satisfaction that they would if they had been using the technology for hours.

(G) If children are eager to participate in exercise, it would be wise to encourage them to spend time outdoors, or socialise with friends in 'real life' instead of online. If parents support beneficial activities instead of encouraging them to use technology, children will feel more comfortable making physical exercise part of their routine.

(H) There should be designated screen time for the whole family, and therefore, parents should set a good example. If children see parents on their phone or computer constantly, they will also want to use technology all the time.

(I) Although navigating this world of technology can be quite tricky, it can also have many benefits for both children and adults. We have to remember technology is relatively new, and long term studies about the effects on the development of children in the digital age is not available as of yet. By putting limits on technology usage and being aware of the potential negative consequences of overuse, both children and adults can have peace of mind and get more from the technology that they use.

(Adapted from <https://medium.com/thrive-global/>)

Source B

The pie chart shown illustrates the loyalty of Minecraft gamers with 36% of gamers having played the game for a period of longer than 12 months to date.

It's no secret that Minecraft is wildly popular, and has been for some time. Since its creation in 2009, Minecraft has captured the minds and imaginations of more children than we can count.

Like many parents, you may be worried about exactly how much time your little one is spending on the computer playing a game that looks like it came from the first decades of the internet. They ask questions like: Surely it can't be healthy for them, right? They can't possibly be learning from just playing, can they? Actually, they can and they are!

Minecraft Enhances Life Skills

One reason Minecraft is good for children because it promotes creativity, problem-solving, self-direction, and collaboration. It is these life skills that will give children the boost needed when they eventually work their way towards succeeding academically and future careers.

Creativity

Minecraft is unique in that it's an unlimited world where children can create literally anything they can imagine, but within the constraint that everything is made up of blocks that must fit within the 3D grid of the game.

Pirate galleys, re-creations of both fictional and real-world cities, and even your favourite science fiction ships probably already exist in Minecraft, and were also built by someone who is not 18 years old yet. Now that's some major creativity! Seriously, Google "cool things built in Minecraft." It'll blow your mind.

Problem-Solving

"Survival mode," where various creatures come out at night and attack players, is just one facet of the way Minecraft encourages problem-solving. Players are dropped into various environments and must quickly figure out how to find and build shelter, make weapons, and collect food in order to survive. Strategy comes into play in a big way here, as each Minecraft "day" lasts barely 10 real-world minutes, meaning players have to think on their feet if they want to stay alive.

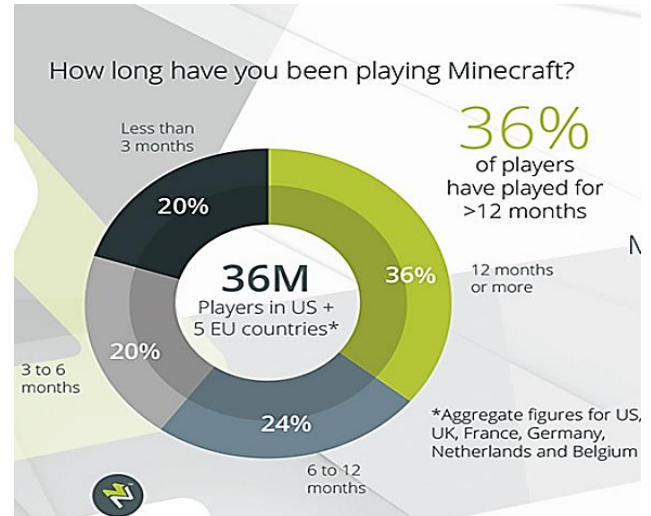
Self-Direction

Minecraft is also unique in that there is no way to "win." Players must decide for themselves what they want to get out of their time in the game. Do they want to collect resources and build cool stuff? Do they want to team up with their friends and defeat a boss? It's up to them. Such independence and the positive reinforcement build self-confidence and let children feel like they're in charge of their own fate, a feeling that can sometimes be lacking in the real world which is so full of rules.

Collaboration

Children can play Minecraft on computer servers, either with their friends or with others around the world, and work together to achieve goals. They pool resources, build structures, defeat enemies, trade tips—the communication and cooperation involved is endless. Children can then take these social skills and apply them to their lives off the computer.

(Adapted from <https://www.idtech.com/blog/educational-benefits-minecraft/>)





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**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER**

SUBJECT: **English Language**

PAPER NUMBER: II - Level 2-3 (Questions Booklet)

DATE:

TIME: 75 minutes

Answer ALL three sections.

Section A

(Total: | 30 marks)

You are advised to spend an average of 40 minutes on this section.

Read Source A in the Extracts Booklet.

1. Underline the title that best fits this text. (1 mark)
 - a. Should technology be abolished?
 - b. Children should spend time playing outdoors.
 - c. Will technology ruin your child's development?
 - d. The benefits of technology on children.
 - e. Will technology improve your children's cognitive skills?

2. Each sentence included in the table below summarises the main idea of a single paragraph. Complete the table with the letters A, C, D, G and H. An example (**0**) is given to you. (5 marks)

The paragraph emphasises the importance of exemplary behaviour from parents.	
The paragraph describes the effects technology may have on children's social behaviour.	
The paragraph explains how children exercise less due to the overuse of technology.	
The paragraph highlights the way technology affects children's thinking.	
The paragraph introduces technology and its influence on society.	0
The paragraph advises parents to make sure that their children have the opportunity to meet friends outdoors.	

3. Identify single words that match the following meanings as found in the text. A range of lines are given to help you. (3 marks)

- a. almost (lines 1-2) _____
- b. inactive (lines 8-9) _____
- c. sharply (lines 9-10) _____
- d. too much (lines 34-35) _____
- e. kept under observation (line 42-43) _____
- f. allocated (lines 51-52) _____

4. In a paragraph of **not less than 60 and not more than 70 words**, summarise the negative effects the writer explains that may occur while children are growing up. (10 marks)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. In the third paragraph (Para. B, lines 13-23) the writer lists a number of facts that connect the use of technology with children's physical health. Read the following statements based on Para. B. Are they **True** or **False**? Underline the correct answer and give a reason. (5 marks)

a. Children who are exposed to sunlight will get a sun stroke.

True/False because _____

b. When children are exposed to sunlight, their body is better prepared against infections.

True/False because _____

c. Exposure to sunlight will give children sleepless nights.

True/False because _____

d. Light from screens may cause children to strain their eyes and this may be harmful.

True/False because _____

e. Screens emit blue light which is beneficial to children because it helps them sleep.

True/False because _____

6. What do the words listed below refer to in the text? (2 marks)

a. differences (line 3) _____

b. This (line 7) _____

c. them (line 8) _____

d. they (line 36) _____

7. Underline the correct answer. (2 marks)

By the phrase 'we still have a long way to go in helping children play in more conventional ways' (lines 11-12), the writer seems to suggest that:

a. it is difficult to encourage children to play with their smart phones.

b. parents will soon succeed in engaging their children with traditional games.

c. it is hard to convince children to engage in physical activity rather than entertain themselves with technological devices.

d. technology is beneficial to children.

8. Underline the correct answer. (2 marks)

By the phrase 'navigating this world of technology can be quite tricky' (line 55), the writer seems to suggest that:

- a. technology poses a challenge to everyone.
- b. driving can be difficult for everyone.
- c. humanity has embraced technology.
- d. it is easy to become technologically savvy.

Section B

(Total: | 30 marks)

You are advised to spend an average of 35 minutes on this section.

Read Source B in the Extracts' Booklet.

1. Underline the correct answer. (1 mark)

The pie chart shows that

- a. most gamers play Minecraft for a year or less.
- b. most gamers switch to another game after 3 months.
- c. most gamers play Minecraft longer than other games.
- d. most gamers play Minecraft for at least a year.

2. Based on what you have read about Minecraft in Source B, write Fact (F) or Opinion (O). (6 marks)

a. Gamers in more than 5 countries took part in the survey.	
b. It was created more than 5 years ago.	
c. It's no secret that Minecraft is widely popular.	
d. It has been popular for quite a long time.	
e. Parents have concerns about it.	
f. It is an educational game.	

3. Read the sentences below. Based on what you have read about Minecraft in Source B, are they **True** or **False**? Underline the correct answer and give a reason. (6 marks)

a. The writer suggests that Minecraft could help children improve academically.

True/False because _____

b. Minecraft limits children because they can only play with blocks.

True/False because _____

c. Minecraft poses a number of challenges which make gamers good strategists.

True/False because _____

d. At the end of each game there are winners and losers.

True/False because _____

e. Children learn to play collaboratively while they are engaged in the game.

True/False because _____

f. The writer praises Minecraft at all times in the text.

True/False because _____

4. Find a phrasal verb (e.g. get up) in the given range of lines found in the text which means:

(4 marks)

a. composed (lines 19-20)

b. emerge (lines 27)

c. understand (lines 29-30)

d. form a group (lines 35-36)

5. Find a phrase made up of between 3 and 4 words in the text which means:

(3 marks)

a. common knowledge

b. starts to have an effect

c. make a quick decision

Read both Source A and B for question 6

6. Both texts focus on technology in similar and yet different ways. State how the two texts are similar and/or different by referring to the points listed below, which will assist you in your answer. Do not quote directly from the text when supporting your view.

- Comment on what each text is about
- Make an observation on the purpose of each text
- Comment on the possible target audience for each text
- Comment on the organisation and structure of the passages
- Highlight the ideas or messages you think the writers wish to convey

(10 marks)

Use the space provided below to write your answer.

TIME: 45 minutes

(Total: | 40 marks)

1. The time has come for mobile phones to be part of lessons at school.
2. Bullying has taken many forms and we may experience it in school and/or online. How can we stop bullying through creative ways?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Marking Schemes

Marking Criteria – Speaking Controlled Assessment Level 2-3

(based on 100 marks)

(100 marks)	Level 3	Level 3	Level 3	Level 2
	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:
	25-21	20-16	15-11	10-0
Vocabulary (includes register)	<ul style="list-style-type: none"> • Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics; • Word choice is appropriate and sensitive to register; • Expression is consistently idiomatic; • Paraphrasing is consistently successful; 	<ul style="list-style-type: none"> • Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and general topics; • Word choice is mostly appropriate and sensitive to register; • Expression is mostly idiomatic; • Paraphrases mostly successful; 	<ul style="list-style-type: none"> • Vocabulary range and accuracy are often sufficient to communicate effectively on a topic, but range might be limited; • Word choice is fairly appropriate but not consistently sensitive to register; • Expression is sometimes idiomatic; • Paraphrases is fairly successful. 	<ul style="list-style-type: none"> • Vocabulary range and accuracy are often sufficient to communicate on topic, but range is limited; • Word choice is often inappropriate and mostly not sensitive to register; • Expression is rarely idiomatic; • Paraphrasing is sometimes used when lacking vocabulary, but this is not always successful.
	25-21	20-16	15-11	10-0
Spoken Grammar	<ul style="list-style-type: none"> • An excellent range of accurate structures are produced with ease; • Grammatical structures are varied even though dominated by chained clauses, and sentence patterns are consistently well controlled; • Utterances, which may constitute features of spoken grammar (e.g. chunks and clusters, ellipses), are well controlled and show evidence of fluency. 	<ul style="list-style-type: none"> • A good range of structures are produced with some ease; • Grammatical structures are quite varied even though dominated by chained clauses, and sentence patterns are mostly well controlled; • Utterances, which may constitute features of spoken grammar (e.g. chunks and clusters, ellipses), are quite well controlled. 	<ul style="list-style-type: none"> • A fair range of structures are produced with some inaccuracies; • Grammatical structures are fairly varied even though dominated by chained clauses, and sentence patterns are fairly well controlled; • Errors sometimes interfere with meaning. 	<ul style="list-style-type: none"> • A limited range of structures is produced with a fair amount of inaccuracies; • Basic grammatical structures and sentence patterns are not always well controlled; • Errors frequently sometimes interfere with meaning.

	25-21	20-16	15-11	10-0
Intelligibility (pronunciation & stress)	<ul style="list-style-type: none"> • Communication is effortless and intelligible; • Pronunciation, stress, rhythm, and intonation never interfere with ease of understanding. 	<ul style="list-style-type: none"> • Communication is clearly intelligible; • Pronunciation, stress, rhythm, and intonation rarely interfere with ease of understanding. 	<ul style="list-style-type: none"> • Communication is mostly intelligible; • Pronunciation, stress, rhythm, and intonation sometimes interfere with ease of understanding, but never put strain on the listener. 	<ul style="list-style-type: none"> • Communication is quite intelligible but with evidence of difficulties in some parts; • Pronunciation, stress, rhythm, and intonation interfere quite frequently with ease of understanding, and/or put strain on the listener.
	25-21	20-16	15-11	10-0
Discourse Management (structure, connectors, etc.) & Coherence	<ul style="list-style-type: none"> • Stretches of language with appropriate tempo; • Consistent fluency with effective communication; • Speech is rarely affected by repetitions, pauses and self-correction, and these never interfere with ease of understanding; • Discourse markers and connectors are used well and spontaneously; • Consistently appropriate and well-structured ideas which follow a clear sequence; • Whenever necessary, organizational patterns are employed effectively and competently; • Fillers are used appropriately. 	<ul style="list-style-type: none"> • Stretches of language with mostly appropriate tempo; • Mostly fluent with effective communication; • Speech is sometimes affected by repetitions, pauses and self-correction, but these rarely interfere with ease of understanding; • Discourse markers and connectors are used well. • Mostly appropriate and quite well structured ideas which follow a clear sequence; • Whenever necessary, organizational patterns are employed effectively; • Fillers are mostly used appropriately. 	<ul style="list-style-type: none"> • Stretches of language with fairly appropriate tempo; • Fairly fluent with some ineffective communication; • Speech is somewhat affected by repetitions, pauses and self-correction, but these only interfere sometimes with ease of understanding; • Discourse markers and connectors are used mostly well; • Whenever necessary, organizational patterns are employed fairly effectively. • Fillers are sometimes distracting. 	<ul style="list-style-type: none"> • Stretches of language but tempo is sometimes inappropriate; • Hesitations or slowness in language processing may prevent effective communication' • Speech is often affected by repetitions, pauses and self-correction and these sometimes interfere with ease of understanding; • Some use of discourse markers or connectors; • Speech is fairly structured talk but shows difficulty in remaining coherent; • Fillers are often distracting.

Reading: Section A Source A

1c. Will technology ruin your child's development?	1 mark						
2. <table><tr><td>H</td></tr><tr><td>D</td></tr><tr><td>A</td></tr><tr><td>C</td></tr><tr><td>O</td></tr><tr><td>G</td></tr></table>	H	D	A	C	O	G	5 marks
H							
D							
A							
C							
O							
G							
3. a. virtually b. sedentary c. drastically d. excess e. monitored f. designated	3 marks						
4. The negative effects of technology on children include being sedentary which can lead to obesity as well as not spending enough time outdoors. Devices emit light which affects sleep, causes headaches and irritability. Children also find difficulty focussing, processing information and thinking creatively because of over-stimulation. Finally, it is hard for them to develop emotions and they suffer low self-esteem and moodiness due to technology. (65 words)	10 marks						
5. a. True/ <u>False</u> because sunlight supplies their body with vitamin D. b. <u>True</u> /False because exposure to sunlight helps to fight infection. c. True/ <u>False</u> because it helps to regulate their sleep cycle. d. <u>True</u> /False because it causes eye strain. e. True/ <u>False</u> because blue light disturbs sleep.	5 marks						
6. a. differences (line 3) – the change between life in the past without technology and that nowadays. b. This (line 7) – the fact that children do not get enough exercise. c. them (line 8) – children nowadays d. they (line 37) – children exposed to high levels of technology	2 marks						
7. c. it is hard to convince children to engage in physical activity rather than entertain themselves with technological devices.	2 marks						
8. a. technology poses a challenge to everyone.	2 marks						

Section B Source B

1.	d. most gamers play Minecraft for at least a year.	1 mark
2.	a. Fact b. Fact c. Opinion d. Opinion e. Opinion f. Opinion	6 marks
3.	a. <u>True</u> /False because it helps with life skills which they need for academic success. b. <u>True</u> / <u>False</u> because they can create anything they can imagine using blocks. c. <u>True</u> /False because players have to be fast thinkers to survive in the game. d. <u>True</u> / <u>False</u> because there is no way to win. e. <u>True</u> /False because the cooperation involved is endless. f. <u>True</u> /False because it aims to persuade readers that the game is educational.	6 marks
4.	a. made up b. come out c. figure out d. team up	4 marks
5.	a. it's no secret b. comes into play c. think on your feet	3 marks

Rating Scale – Summary Rating Scale Controlled Assessment Level 2-3**(based on 10 marks)**

Candidates characteristically:			
	3	2	1–0
Identification of salient points	<ul style="list-style-type: none"> • identify most of the relevant and salient points in the text. 	<ul style="list-style-type: none"> • identify some of the relevant and salient points in the text. 	<ul style="list-style-type: none"> • identify minimally relevant points, if at all.
	4–3	2	1–0
Synthesis and language usage	<ul style="list-style-type: none"> • synthesise the relevant and salient points; • use own words as much as possible; • show fluency and accuracy. 	<ul style="list-style-type: none"> • attempt to synthesise the relevant and salient points; • attempt to use own words but not always successful; • some evidence of fluency and accuracy. 	<ul style="list-style-type: none"> • shows a rather poor attempt to synthesise the relevant and salient points, or none at all; • repeats quite a number of words/phrases from the text or copies chunks of the source text; • poor fluency and accuracy.
	3	2	1–0
Organisation and Structure	<ul style="list-style-type: none"> • structure and organise their writing in a cogent manner. 	<ul style="list-style-type: none"> • structure and organise their writing but with some flaws. 	<ul style="list-style-type: none"> • show poor control of structure; • writing is not organised.

Note 1: Word count - kindly deduct marks as follows: if word count is exceeded/short of: 5 words - 1 mark; 6 - 139 words – 2 marks; 140+words – mark according to the marking scheme and then deduct the achieved mark by half.

Note 2: If the summary is not written as a single paragraph, marks allocated for organisation and linking should be deducted.

Marking Criteria – Read to Write Rating Scale Controlled Assessment Level 2-3**(based on 10 marks)**

(10 marks)	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
	3	2	1	0
Knowledge and Understanding of Content (what the texts are about; the purpose; the potential audience) & Organisation and Structure of the texts	<ul style="list-style-type: none"> communicate thorough knowledge and understanding of both source texts; demonstrate an excellent understanding of both source texts by going beyond the surface level between texts; communicate thorough observation of the texts' organisation and structure. 	<ul style="list-style-type: none"> communicate knowledge and understanding of both source texts; demonstrate an understanding of both source texts by attempting to move beyond the surface level; communicate a fairly good observation of the texts' organisation and structure. 	<ul style="list-style-type: none"> communicate basic knowledge and understanding of both source texts or focus on one more than the other; demonstrate some understanding of both source texts but with flaws; communicate a limited observation of the texts' organisation and structure. 	<ul style="list-style-type: none"> communicate limited knowledge of both source texts or focus only on one of the texts; demonstrate limited understanding of both source texts; make no reference to the texts' organisation and structure.
	4	3–2	1	0
Selection of main ideas and Relevance of observations made (use own words when supporting a view)	<ul style="list-style-type: none"> present relevant responses by selecting appropriate textual references as supporting material from both source texts; show excellent understanding of the relationships between source texts; demonstrate argumentation and interpretation of the similarities and differences. 	<ul style="list-style-type: none"> present fairly relevant responses by selecting appropriate textual references as supporting material from both source texts; show good understanding of the relationships between source texts; choose a few good arguments to support interpretation of the similarities and differences. 	<ul style="list-style-type: none"> present limited relevant responses with minimal appropriate textual references as supporting evidence for both source texts or for one more than the other; show a fairly adequate understanding of the relationships between source texts; choose limited arguments to support interpretation of the similarities and differences. 	<ul style="list-style-type: none"> show no focus; attempt no textual references; make inaccurate references; show no understanding of the relationships between source texts; make an inadequate choice of argument, if at all.
	3	2	1	0
Organisation and Structure	<ul style="list-style-type: none"> structure and organise their writing in a cogent manner with a clear focus on coherence and cohesion). 	<ul style="list-style-type: none"> structure and organise their writing fairly coherently and cohesively. 	<ul style="list-style-type: none"> make a poor attempt to structure and organise their writing. 	<ul style="list-style-type: none"> make no attempt to structure and organise their writing.

Marking Criteria – Extended Writing Rating Scale Controlled Assessment Level 2-3**(based on 40 marks)**

(40 marks)	Candidates characteristically:			
	10-9	8-5	4-3	2-0
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved in full; Content is completely relevant; Text type features are entirely appropriate. 	<ul style="list-style-type: none"> Task is achieved quite well; Content is mostly relevant; Text type features are mostly appropriate. 	<ul style="list-style-type: none"> Task is achieved in part; Content is not always relevant; Text type features are not always appropriate. 	<ul style="list-style-type: none"> Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate or not at all.
	10-9	8-5	4-3	2-0
Language use	<ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax; Excellent choice of expression; Accurate use of punctuation. 	<ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax; Quite varied grammatical structures; Good choice of expression; Good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors. 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor.
	10-9	8-5	4-3	2-0
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner; Cohesive devices are varied and link together well. 	<ul style="list-style-type: none"> Structure and organise their writing into a coherent prose; Cohesive devices are quite varied and generally correct. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious; Cohesive devices are rather limited. 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control.
	10-9	8-5	4-3	2-0
Vocabulary and Register	<ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary; Good use of register; Accurate spelling. 	<ul style="list-style-type: none"> Good range and appropriate vocabulary; Appropriate use of register; Mostly accurate spelling. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited. 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.

Specimen Assessments: Level 1-2-3 Private Candidate

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARDL-Università
ta' Malta**SECONDARY EDUCATION CERTIFICATE LEVEL
PRIVATE CANDIDATE'S SAMPLE PAPER**

SUBJECT: **English Language**

PAPER NUMBER: I - Level 1-2-3 (Listening)

DATE:

TIME: 40 minutes

Examiner's Paper

Procedure Comprehension Private Candidate's Paper for Listening

Listening Level 1-2-3**Procedure for the Listening Comprehension:**

- Candidates are given three minutes to read all the questions.
- Candidates listen to the Part 1 and can start answering the questions.
- Candidates are given two minutes to answer the questions about Part 1.
- Candidates listen to Part 2 and can start answering the questions.
- Candidates are given two minutes to answer the questions about Part 2.
- Candidates listen to Part 1 and Part 2 for the last time.
- Candidates are given three minutes to answer all the questions.
- Candidates are allowed to write during all the parts of the Listening Comprehension.

Transcript:**Part 1**

I had worked for some weeks with Kralefsky before I discovered that he did not live alone. At intervals during the morning he would pause suddenly, in the middle of a sum or recitation of country towns, and cock his head on one side, as if listening.

'Excuse me a moment,' he would say. 'I must go and see Mother.'

At first this rather puzzled me, for I was convinced that Kralefsky was far too old to have a mother still living. After considerable thought, I came to the conclusion that this was merely his polite way of saying that he wished to retire to the lavatory, for I realised that not everyone shared my family's lack of embarrassment when discussing this topic. It never occurred to me that, if this was so, Kralefsky closeted himself more often than any other human being I had met. One morning I had consumed for breakfast a large quantity of loquats, and they had distressing effects on me when we were in the middle of a history lesson. Since Kralefsky was so finicky about the subject of lavatories I decided I would have to phrase my request politely, so I thought it best to

adopt his own curious term. I looked him firmly in the eye and said I would like to pay a visit to his mother.

'My mother?' he repeated in astonishment. 'Visit my mother? Now?'

I could not see what the fuss was about, so I merely nodded.

'Well,' he said doubtfully, 'I'm sure she'll be delighted to see you, of course, but I'd better just go and see if it's convenient.'

He left the room, still looking a trifle puzzled, and returned after a few minutes.

'Mother would be delighted to see you,' he announced, 'but she says will you please excuse her being a little untidy?'

I thought it was carrying politeness to an extreme to talk about the lavatory as if it were a human being, but since Kralefsky was obviously a bit eccentric on the subject, I felt I had better humour him, I said I did not mind a bit if his mother was in a mess, as ours frequently was as well.

'Ah....er...yes, yes, I expect so,' he murmured, giving me rather a startled glance.

Part 2

He led me down a corridor, opened a door, and, to my complete surprise, ushered me into a large shadowy bedroom. The room was a forest of flowers; vases, bowls, and pots were perched everywhere, and each contained a mass of beautiful blooms that shone in the gloom, like walls of jewels in a green-shadowed cave. At one end of the room was an enormous bed, and in it, propped up on a heap of pillows, lay a tiny figure not much bigger than a child. She must have been very old, I decided as we drew nearer, for her fine, delicate features were covered with a network of wrinkles that grooved a skin as soft and velvety-looking as a baby mushroom's. But the astonishing thing about her was her hair. It fell over her shoulders in a thick cascade, and then spread half way down the bed. It was the richest and most beautiful auburn colour imaginable, glinting and shining as though on fire, making me think of autumn leaves and the brilliant winter coat of a fox.

'Mother dear,' Kralefsky called softly bobbing across the room and seating himself on a chair by the bed, 'Mother dear, here's Gerry come to see you.'

The minute figure on the bed lifted thin, pale lids and looked at me with great tawny eyes that were as bright and intelligent as a bird's. She lifted a slender, beautifully shaped hand, weighed down with rings, from the depths of the auburn tresses and held it out to me, smiling mischievously.

'I am so very flattered that you asked to see me,' she said in a soft, husky voice. 'So many people nowadays consider a person of my age a bore.'

Embarrassed, I muttered something, and the bright eyes looked at me, twinkling, and gave a fluting blackbird laugh, and patted the bed with her hand.

'Do sit down,' she invited; 'do sit down and talk for a minute.'

(My Family and Other Animals (Chapter 14) by Gerald Durrell (4:33))

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARDL-Università
ta' Malta**SECONDARY EDUCATION CERTIFICATE LEVEL**
PRIVATE CANDIDATE'S SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: I - Level 1-2-3 (Listening & Reading)

DATE:

TIME: 80 minutes

Candidate's Paper**Section A: Listening**(Total: | 25 marks)

Text 1: Listen to an extract from the audio book *My Family and other Animals* by Gerald Durrell in which Gerry is the narrator. Answer the questions that follow.

Part 1

1. Tick (✓) the 5 correct sentences. **(5 marks)**

a) Gerry had only been working with Kralefsky for a week.	
b) At first, Gerry thought Kralefsky lived alone.	
c) Kralefsky never took a break during his lessons with Gerry.	
d) Gerry had lessons with Kralefsky in the morning	
e) Kralefsky often left Gerry alone to go and see Mother.	
f) Gerry was confused when Kralefsky said that he wanted to visit Mother.	
g) Gerry thought that Kralefsky's mother was dead.	

2. Fill in the grid below with the name of the character: **Gerry, Mr Kralefsky, Mother.**
(6 marks)

a) often seemed to be listening to something	
b) often interrupted lessons to go somewhere	
c) had a big breakfast	
d) learnt history	
e) fussy about the subject of bathrooms	
f) looked untidy	

3. Underline the correct answer.

(6 marks)

- a) Gerry (*immediately, eventually, never*) thought that Kralefsky went to the bathroom when he said he needed to visit Mother.
- b) Gerry's family (*didn't mind, felt awkward, couldn't stand*) talking about going to the bathroom.
- c) Gerry asked to see Mother because he (*was bored of the history lesson, was curious to see her, wanted to be polite*).
- d) Gerry thought he asked Kralefsky to go to the bathroom (*crossly, politely, sarcastically*).
- e) Kralefsky was (*annoyed, interested, surprised*) when Gerry asked him to visit his mother.
- f) Gerry says that his mother was often (*well-dressed, scruffy, neat*) when she was at home too.

Part 2

4. Are the following sentences True or False? Circle the correct answer and give a reason.

(5 marks)

- a) Gerry went into a small bedroom.

True/False because _____

- b) Mother was a small woman.

True/False because _____

- c) Mrs Kralefsky had short hair.

True/False because _____

- d) Mother's hair was reddish-brown in colour.

True/False
because _____

- e) Mother was pleased that Gerry had asked to see her.

True/False because _____

5. Put the following in order according to the text. Number them from 1 to 3. The first one (0) has been done for you.

(3 marks)

Gerry notices Mother's hair.	0
Kralefsky introduces Gerry to Mother.	
Mother invites Gerry to talk to her.	
Gerry speaks to Mother.	

Section B: Reading(Total: ☐ | 25 marks)**Read the following extract and answer the questions about each section.****Part 1**

Kralefsky lived in the top storeys of an old mansion that stood on the outskirts of the town. I climbed the wide staircase and knocked hard on the front door. I waited, feeling angry at myself and digging the heel of my shoe into the wine-red carpet with considerable violence; presently, just as I was about to knock again, there came the soft pad of footsteps, and the front door opened wide to reveal my new tutor.

I decided immediately that Kralefsky was not a human being but a gnome who had disguised himself as one by donning an antiquated but very dapper suit. He had an egg-shaped head with flattened sides that were tilted back against a smoothly rounded hump-back. This gave him the appearance of being permanently in the middle of shrugging his shoulders. A long nose curved out of his face, and his large eyes, hidden behind his spectacles, were of a pale sherry colour. They had a fixed, faraway look in them, as though their owner were just waking up out of a trance. His wide, thin mouth managed to combine primness with humour, and now it was stretched across his face in a smile of welcome showing even but discoloured teeth.

'Gerry Durrell?' he asked, bobbing like a sparrow and flapping his bony hands at me. 'Through here; this is the room we shall work in,' fluted Kralefsky, throwing open a door and ushering me to sit at a table. He leaned over and smiled at me in a vague way. I smiled back, not knowing quite what he expected.

'Friends!' he exclaimed, 'it is important that we are friends. I am quite, quite certain we will become friends, aren't you?'

I nodded seriously, biting the inside of my cheeks to prevent myself from smiling.

'Friendship,' he murmured, shutting his eyes in ecstasy at the thought. 'Friendship! That's the ticket!'

His lips moved silently, and I wondered if he was praying, perhaps for me, himself, or both of us. 'Yes, yes, that's it,' he said firmly; 'I'm sure we shall be friends. Your mother tells me that you have a great love of natural history. This gives us something in common straight away... a bond, as it were, eh?'

Answer the following questions:

1. Which house did Kralefsky live in? Tick (✓) the correct box below.

(½ mark)
☐

☐

☐

2. Underline the correct answer. **(½ mark)**

While he was waiting outside the door, Gerry felt (excited, annoyed, bored, afraid).

3. Are the following True or False? Circle the correct answer and give a reason. **(3 marks)**

- a) Kralefsky lived in a part of the house.

True/False because _____

- b) Gerry did not hear any sounds coming from inside the house.

True/False because _____

- c) Gerry thought Kralefsky looked like an ordinary person.

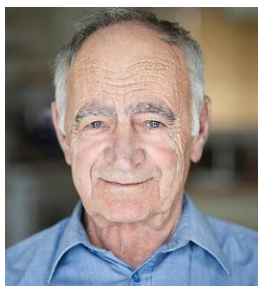
True/False because _____

4. Underline the correct answer: **(1 mark)**

- a) '...with considerable violence' (line 3). In this phrase, **considerable** means (a great deal, a small amount, none at all).

- b) The writer makes use of the word 'antiquated' (line 7) to make Kralefsky seem (cute, odd, old).

5. Which of the following is Kralefsky? Tick (✓) the correct box below. **(½ mark)**


☐

☐

☐

6. Explain how the writer's use of the phrase 'managed to combine primness with humour' (line 12), helps the reader understand what Kralefsky is like. **(2 marks)**

7. Tick the correct answer.

(½ mark)

'...his bony hands..' (line 14)

The word bony is

Neutral	
Positive	
Negative	

8. Why did Gerry not want Mr Kralefsky to see that he was smiling (line 20)?

(1 mark)

9. 'I wondered if he was praying, perhaps for me, himself or for us.' (line 22) Why did Gerry think that Kralefsky might need to pray for himself?

(1 mark)

Part 2

20 He led the way up a staircase and paused in front of a green door. He produced a bunch of keys **that** jangled musically as he searched for the right one; he inserted it, twisted it round and drew open the heavy door. A dazzle of sunlight poured out of the room, blinding me, and with it came a deafening chorus of bird song; it was as though Kralesky had opened the gates of Paradise in the grubby corridor at the top of his house. The attic was vast, stretching away across the whole
 25 top of the house. The walls were linked, from floor to ceiling, with row upon row of big cages containing dozens of fluttering, chirruping birds.

Fascinated by **this** mass of birds, I edged round the room, pausing to gaze into each cage, while Kralesky seized a watering-can from the table and danced nimbly from cage to cage, filling water-pots.

30 'I wonder if you would care to assist?' he asked, the can drooping in his hand. 'A task like this is so much easier if two pairs of hands work at **it**, I always think. Now, if you hold the watering-can...so...I will hold out the pots to be filled....excellent! That's the ticket! We shall accomplish this in no time at all!

So, while I filled the little pots with water, Kralesky took **them** carefully between finger and
 35 thumb and inserted them through the cage doors, as though he were popping sweets into a child's mouth.

Eventually the watering was done, and Kralesky stood surveying his birds, smiling to himself and wiping his hands on a small towel. Then he led me round the room, pausing before each cage to give me an account of the bird's history, and what he hoped to do with it. We were examining a
 40 bullfinch, when suddenly a loud, ringing sound rose above the clamour of bird song. To **my** astonishment the noise appeared to emanate from somewhere inside Kralesky's stomach.

'By Jove!' he exclaimed in horror.

He inserted finger and thumb into his waistcoat and drew out his watch. He depressed a tiny lever and the ringing sound ceased. I was a little disappointed that the noise should have such a
 45 commonplace source; to have a tutor whose inside chimed at intervals would, I felt, have added greatly to the charm of the lessons. Kralesky peered at the watch and then screwed up his face in disgust.

'Twelve o'clock already...Dear me, and you leave at half-past, don't you?'

'Well,' he said at last, 'we cannot achieve any scholastic advancement in half an hour. Therefore,
 50 I suggest we go into the garden and pick some groundsel for the birds.

So we went into the garden until Spiro's car honked **its** way down the street like a wounded duck.

(Adapted from My Family and Other Animals by Gerald Durrell)

Answer the following questions:

10a. What strikes Gerry when he enters the attic? **(1 mark)**

b. How does Gerry feel once he's inside the attic? **(1 mark)**

11. What do the following refer to in the text? **(3 marks)**

a) that (line 20) _____

b) this (line 27) _____

c) it (line 31) _____

d) them (line 34) _____

e) my (line 39) _____

f) its (line 50) _____

12. Between lines 27 and 46, find a word which means: **(2 marks)**

a) gracefully _____

b) examining _____

c) come out _____

d) ordinary _____

13. Between lines 27 and 40, pick out **two** phrases which show how well Kralefsky took care of his birds. Explain how each of these phrases bring out this idea for the reader.

(3 marks)

a) phrase _____
explanation _____

b) phrase _____
explanation _____

14. Explain what Gerry means by the words in bold in 'to have a tutor whose inside chimed at intervals **would, I felt, have added to the charm of the lessons.**' (line 44-45)

(3 marks)

Read both sections and answer the following question:

15. Number the sentences 1-4 below in the order in which you read about them in the extract.
The first (0) has been done for you. **(2 marks)**

a.	Kralefsky tells Gerry all about his birds.	
b.	Kralefsky shows Gerry where they'll be working.	
c.	Kralefsky shows Gerry to the attic.	
d.	Gerry arrives at Kralefsky's house.	0
e.	Kralefsky asks Gerry for help.	

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARDL-Università
ta' MaltaSECONDARY EDUCATION CERTIFICATE LEVEL
PRIVATE CANDIDATE'S SAMPLE PAPER

SUBJECT: **English Language**

PAPER NUMBER: I - Level 1-2-3 (Writing)

DATE:

TIME: 40 minutes

Section C: Writing(Total: ☐ | 50 marks)**Part 1 Short Writing Task**

(10 marks)

Your class has a new teacher. In between 60 - 80 words, write a **diary entry** in which you reflect on this first day with the new teacher.

Part 2

(40 marks)

You are advised to spend an average of 40 minutes on this section.

The Student Council at your school is offering a prize for the best short story. Choose **ONE** of the following as your entry to this competition:

1. 'The Attic'
2. 'A memorable visit'

Marking Scheme

Section A: Listening

(25 marks)

Part 1

1.

5 marks

a) Gerry had only been working with Kralefsky for a week.	FALSE
b) At first, Gerry thought Kralefsky lived alone.	TRUE
c) Kralefsky never took a break during his lessons with Gerry.	FALSE
d) Gerry had lessons with Kralefsky in the morning	TRUE
e) Kralefsky often left Gerry alone to go and see Mother.	TRUE
f) Gerry was confused when Kralefsky said that he wanted to visit Mother.	TRUE
g) Gerry thought that Kralefsky's mother was dead.	TRUE

2.

6 marks

a) often seemed to be listening to something	Mr Kralefsky
b) often interrupted lessons to go somewhere	Mr Kralefsky
c) had a big breakfast	Gerry
d) learnt history	Gerry
e) fussy about the subject of bathrooms	Mr Kralefsky
f) looked untidy	Mother

3.

6 marks

a)	eventually
b)	didn't mind
c)	wanted to be polite
d)	politely
e)	surprised
f)	scruffy

Part 2**4.****5 marks**

a) Gerry went into a small bedroom.

False because it was '**a large shadowy bedroom**'

b) Mother was a small woman.

True because she was '**a tiny figure not much bigger than a child.**' / '**minute figure**'

c) Mrs Kralefsky had short hair.

False because '**It fell over her shoulders in a thick cascade, and then spread half way down the bed.**'

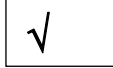
d) Mother's hair was reddish-brown in colour.

True because '**It was the richest and most beautiful auburn colour imaginable**' / '**making me think of autumn leaves and the brilliant winter coat of a fox.**' / '**auburn tresses**'

e) Mother was pleased that Gerry had asked to see her.

True because she says '**I am so very flattered that you asked to see me,**'**5.****3 marks**

Gerry notices Mother's hair.	0
Kralefsky introduces Gerry to Mother.	1
Mother invites Gerry to talk to her.	2
Gerry speaks to Mother.	3

Section B: Reading**(25 marks)****Part 1****1.****½ mark****2. annoyed****½ mark****3.****3 marks**

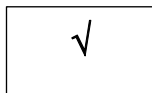
- a) Kralefsky lived in a part of the house.

True because **'lived in the top storeys of an old mansion'**

- b) Gerry did not hear any sounds coming from inside the house.

False because **'there came the soft pad of footsteps'**.

- c) Gerry thought Kralefsky looked like an ordinary person.

False because **'Kralefsky was not a human being but a gnome'****4. a) a great deal****b) old****1 mark****5.****½ mark**

- 6.**
- Accept any answers which suggest that:

2 marks**Kralefsky made an effort to look smart, but his overall appearance was funny. An example is the fact that he was wearing an old fashioned suit.****7. Negative****½ mark**

- 8.**
- Accept any answer which is similar to:

1 mark**Gerry did not know what Kralefsky expected him to do, whether to smile or not.**

- 9.**
- Accept any answer which suggests that Kralefsky might be praying that he'll get on well with Gerry.

1 mark

Part 2

10a. He is stunned by the blinding sunlight and the chorus of bird song. **1 mark**

10b. He felt as if he were in paradise. **1 mark**

11 **3 marks**

- a) that (line 20) **bunch of keys**
- b) this (line 27) **mass of birds**
- c) it (line 31) **task (filling the birds' water pots)**
- d) them (line 34) **little pots**
- e) my (line 39) **astonishment**
- f) its (line 50) **Spiro's car**

12. Between lines 27 and 46, find a word which means: **2 marks**

- a) gracefully **nimbly**
- b) examining **surveying**
- c) come out **emanate**
- d) ordinary **commonplace**

13. **3 marks**

- a) phrase : **took them carefully between finger and thumb**

explanation: *Accept answers such as: He handled the feeding with the utmost*

- b) phrase: **as though he were popping sweets into a child's mouth**

explanation: *Accept answers such as: He treated as if they were his children.*

14. **3 marks**

Accept answers such as: Gerry originally thought that the chiming noise came from inside his tutor's body. When he realised it was not so, he was disappointed because it would have been a welcome distraction to the lessons.

Read both sections and answer the following question:

15. **2 marks**

a.	Kralefsky tells Gerry all about his birds.	4
b.	Kralefsky shows Gerry where they'll be working.	1
c.	Kralefsky shows Gerry to the attic.	2
d.	Gerry arrives at Kralefsky's house.	0
e.	Kralefsky asks Gerry for help.	3

Section C: Writing**Marking Criteria - Short Writing Task Rating Scale Controlled Assessment Levels 3-2-1 (based on 10 marks)**

(10 marks)	Candidates characteristically:		
	3	2	1
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved in full; Content is fully or mostly relevant; Text type features are fully or mostly appropriate. 	<ul style="list-style-type: none"> Task is achieved but with some flaws; Content is moderately relevant; Text type features are moderately appropriate. 	<ul style="list-style-type: none"> Task is achieved in part or not at all; Content is only partly relevant or under-developed; Text type features are partly appropriate or minimally appropriate, if at all.
	3	2	1
Language use	<ul style="list-style-type: none"> Varied and mostly accurate use of grammatical structures; Mostly accurate expression; Accurate use of punctuation. 	<ul style="list-style-type: none"> Moderately accurate grammatical structures and syntax; Some variety of grammatical structures; Moderate accuracy of expression; Reasonably good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are basic and often inaccurate; Adequate or limited choice of expression with some inaccuracies; Partly adequate use of punctuation but with errors.
	2	2	1
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Writing is mostly coherently structured and organised; Paragraph features are mostly adhered to; Sentences and paragraphs are cohesively linked. 	<ul style="list-style-type: none"> Structure and organisation of writing is somewhat coherent; Paragraph and sentence fairly well structured even though unambitious; Cohesive devices are used fairly appropriately. 	<ul style="list-style-type: none"> Paragraph and sentence are not well controlled; Cohesive devices are rather limited or used inaccurately.
	2	2	1
Vocabulary and Register	<ul style="list-style-type: none"> Wide range of vocabulary; Good choice of register; Mostly accurate spelling. 	<ul style="list-style-type: none"> Adequate range and appropriate vocabulary; Mostly appropriate use of register; Moderately accurate spelling. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious or limited/repetitive; Use of register is mostly inaccurate or lacks sensitivity to context; Accuracy in spelling is limited or poor.

Marking Criteria – Extended Writing Rating Scale Controlled Assessment Levels 3-2-1 (based on 40 marks)

(40 marks)	Candidates characteristically:			
	10 – 9	8 – 5	4 – 3	2 – 0
Task achievement (content, relevance, text type features)	<ul style="list-style-type: none"> Task is achieved in full; Content is completely relevant; Text type features are entirely appropriate. 	<ul style="list-style-type: none"> Task is achieved quite well; Content is mostly relevant; Text type features are mostly appropriate. 	<ul style="list-style-type: none"> Task is achieved in part; Content is not always relevant; Text type features are not always appropriate. 	<ul style="list-style-type: none"> Task is hardly achieved; Content is under-developed; Text type features are minimally appropriate or not at all.
	11 – 9	8 – 5	4 – 3	2 – 0
Language use	<ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax; Excellent choice of expression; Accurate use of punctuation. 	<ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax; Quite varied grammatical structures; Good choice of expression; Good use of punctuation. 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate; Adequate choice of expression but with some inaccuracies; Adequate use of punctuation but some errors. 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate; Limited choice of expression and with some inaccuracies; Punctuation use is rather poor.
	10 – 9	8 – 5	4 – 3	2 – 0
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner; Cohesive devices are varied and link together well. 	<ul style="list-style-type: none"> Structure and organise their writing into a coherent prose; Cohesive devices are quite varied and generally correct. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious; Cohesive devices are rather limited. 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control.
	9 – 8	7 – 5	4 – 2	1 – 0
Vocabulary and Register	<ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary; Good use of register; Accurate spelling. 	<ul style="list-style-type: none"> Good range and appropriate vocabulary; Appropriate use of register; Mostly accurate spelling. 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate; Adequate use of register but with some inaccuracies; Accuracy in spelling is limited. 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words; Not sensitive to the choice of register; Poor spelling.