

Grade 10 – ANSWER KEY

Week 1

Task

- 1 You recently enjoyed a performance given by your favourite singer or group. A newspaper published an article saying that the concert was very poor for several reasons. You decide to write a letter to the Editor of the newspaper to disagree with this view and to explain how much you enjoyed the performance.

Write your **letter**. You must include the following:

- the name of the singer or group **and** where and when the performance took place
- details of what the newspaper criticised
- why you thought the performance was so enjoyable.

Cover all three points above **in detail**. You should make sure your letter is polite but persuasive. Start your letter 'Dear Editor,' and remember to add an appropriate ending.

Examiner's comments

Section 1 is Directed Writing and so involves more reading than **Section 2**. In this task candidates had to be aware that they were focusing on writing an effective letter for the specified audience, which included both the editor and the readers of the newspaper, in addition to the content of the letter. In order to satisfy the requirements of the bullet points this year, responses needed to include:

- the name of the singer or group **and** where and when the performance took place
- details of what the newspaper criticised
- what they thought was so enjoyable about the performance.

In the first bullet point it was essential to include three details – the name of the performer or group, a clear date, and a venue. The second bullet point required a reasonably developed response, highlighting a

number of criticisms of the concert, and Bullet 3 required a full explanation of what they found particularly enjoyable about the performance.

The descriptors for **Task Fulfilment** in the syllabus make clear that candidates will be judged on:

- clear understanding of purpose, situation and audience
- a correct format for the piece of writing
- appropriate tone and register
- the use of information to justify personal opinion
- the sensible development and organisation of the bullet points.

As far as **Task Fulfilment** was concerned this year, the highest marks were awarded to responses which kept their focus on the context and purpose of the letter and shaped their writing according to the descriptors. In **Task Fulfilment** it is the development of the ideas that will gain most marks. The first bullet point posed more problems than in previous sessions. The majority of candidates offered a clear name for the performer or group, many using famous names or their favourite performers. However, many responses did not provide a date for the performance, or offered a vague suggestion such as 'last week'. A significant number of candidates also omitted to name a venue for the performance, some simply referring to a country or city instead. There were limited opportunities for further development in the first bullet point therefore candidates needed to pay careful attention to the details requested and ensure close reading of the question. The second bullet point invited a much wider variety of responses: the most successful responses offered a variety of ideas about what had been criticised in the article. Many focused on the appearance or clothing of the performers, the quality of the singing or dancing, and the quality of supporting performers, particularly choreography. Others focused on problems with the venue – faulty sound, or lighting, over-crowding, poor refreshments and expensive tickets. All of these were clearly linked to the focus of the question. The best responses covered a number of these ideas, developing the detail with conviction and authenticity. A few responses offered very little development in this area, sometimes limiting their response to this bullet point to a single area of criticism.

Therefore, the stronger candidates usually were able to amplify the second and third bullet points well and the best responses were those which included additional material while using the clues in the task.

The most successful responses linked the second and third bullets skilfully, rejecting the specific criticisms made in the article with supporting evidence explaining their own enjoyment. Other responses needed to incorporate more detail in the second and third bullet points. The bullet points do not always have to be given equal treatment but it is also true that the answer should not be too unbalanced because otherwise a bullet point might not be adequately developed.

Question 2

**Describe the most helpful person and the most unhelpful person you know.
(Remember you can describe their appearance, as well as their character and behaviour.)**

This descriptive topic produced some excellent responses. Many candidates chose teachers and parents as the most helpful person they knew, and in a few cases the most unhelpful person in their life. Mothers in particular were lauded. There were also some witty responses in descriptions of the most unhelpful person. The unhelpful person was often the writer of the passage admitting their own faults. Some candidates were over descriptive of the person's appearance suggesting the use of learned phrases and idioms and these did not always fit in easily with the topic which was more concerned with character and temperament.

Question 3

Would you prefer to live in the centre of a busy city or in a quiet neighbourhood? Give reasons and examples to support your view.

This topic, intended to introduce an argument or discussion, was also handled well. The majority of the responses gave balanced views, looking at the advantages and disadvantages as well as taking into consideration the preferences of different age groups or family profiles. Pollution, noise, overcrowding, crime and other dangers were seen as factors that might deter people from living in a busy city, while convenience, and access to facilities were seen as attractions of city life.

Question 4

What are the arguments for and against space travel to other planets? Give reasons and examples to support your view.

This second topic intended to allow a discussion was not a popular question. Candidates who chose it argued successfully, using arguments for and against. These candidates demonstrated awareness of the need to provide a balanced discussion, with facts being well used to support opinion.

Question 5

Write a story with includes the words: 'When they did not agree with her solution, she felt angry.'

This question inviting candidates to tell a story was popular. Many narratives were entertaining, a key factor in this type of writing which needs to engage with the reader. The strongest candidates demonstrated awareness of story-telling techniques and incorporated the given sentence effectively. Some stories were rather rambling and the inclusion of the given words was not always successful.

Question 6

Write a story in which two people unexpectedly agreed to help each other.

This question was also quite popular, though less so than 5. There were many responses that were entertaining and well written. As in the case of **Question 5** candidates who choose the narrative option should bear in mind the reader of the story and aim to make their attempts as engaging as possible. Many responses did this very successfully by using devices such as flashback and cliffhangers to end their story.

Comprehension

Question	Answer	Marks	Not Allowed Responses
1(a)	<p><u>Content Points.</u></p> <p><u>Passage 1</u></p> <p><i>Elephants</i></p> <p>Identify and write down the information in the passage which describes the importance of elephants throughout history, and the reasons for the decline in the elephant population today and what is being done to stop this decline.</p>		
	Importance of elephants throughout history	1 mark for each correct point up to a max. of 12	
1	Given point: <i>(Form of) transport</i>		
2	Working animals / work		<i>Examples (alone), i.e. working animals in logging industry / hauling wagons / carrying trees</i>
3	(Used in) warfare in <u>ancient</u> times		<i>Lift of lines 8–9 male elephants ... weaponry</i>
4	(Used in) <u>modern</u> wars / warfare in <u>modern</u> times		<i>Examples of terrain / bridges (alone)</i>
5	(Featured in) religion(s) // (had) religious significance / symbolism		<i>Examples of reincarnated chiefs / leading processions, etc. (alone)</i>
6	(Said to) bring (good) luck		<i>Example of elephant's trunk (alone)</i>
7	Ivory / tusks used to make (valuable works of) art / artistic / decorative / religious objects / cutlery handles / piano keys		<i>Ivory was a much sought after commodity</i>
8	Keystone species // have (huge) impact for <u>good</u> on the environment // have a <u>good</u> impact on the environment		<i>Lift or OW version of line 26 elephants dig ... animals</i>
9	(Form of) entertainment / used in circuses / displays		
	Reasons for the decline in the elephant population today, and what is being done to stop this decline		

Question	Answer	Marks	Not Allowed Responses
1(a)	10 Given point: <i>Losing their habitats (because of the clearing of land for development projects)</i>		
	11 Killed by farmers (who do not want to lose agricultural/ grazing ground to national parks)		
	12 Poaching of <u>ivory/ tusks</u> // poaching / hunting / killing (of elephants) <u>for ivory/tusks</u>		
	13 Classified / identified as threatened / endangered (species)		
	14 Ivory trade banned (in some countries)		
	15 (Many) zoos/ circuses refuse to display / keep them // (some) zoos are (publicly) criticised by groups / organisations / charities for their treatment of elephants		<i>In Defense of Animals (alone) for groups</i>
	16 Organisations / groups / charities raise funds for / to equip anti-poaching patrols // Organisations / groups / charities ensure conservation laws are enforced		<i>World Wide Fund for Nature (alone) for organisations, etc.</i>
	17 (Elephant) refuges / orphanages (established)		
Additional information			

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><u>Summary</u></p> <p>Candidates have now fleshed out their notes into a piece of formal, continuous prose.</p> <p>Candidates are advised to write between 150–180 words including the 10 words given.</p> <p>Marks are awarded for producing a piece of writing which is relevant, well-organised and easy to follow.</p> <table border="1" data-bbox="349 661 945 1539"> <thead> <tr> <th colspan="3" data-bbox="349 661 945 709">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 709 462 1165">Band 5</td> <td data-bbox="462 709 548 1165">9–10</td> <td data-bbox="548 709 945 1165"> Excellent understanding of the task demonstrated in an impressive response: <ul style="list-style-type: none"> <input type="checkbox"/> All content included is relevant, with no unnecessary details/repetitions <input type="checkbox"/> Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices </td> </tr> <tr> <td data-bbox="349 1165 462 1539">Band 4</td> <td data-bbox="462 1165 548 1539">7–8</td> <td data-bbox="548 1165 945 1539"> Good understanding of the task demonstrated in a skilful response: <ul style="list-style-type: none"> <input type="checkbox"/> Almost all content included is relevant, with only occasional unnecessary details/repetitions <input type="checkbox"/> Generally fluent and coherent presentation of the points, with appropriate linking devices </td> </tr> </tbody> </table>	Summary – Task Fulfilment 10 marks			Band 5	9–10	Excellent understanding of the task demonstrated in an impressive response: <ul style="list-style-type: none"> <input type="checkbox"/> All content included is relevant, with no unnecessary details/repetitions <input type="checkbox"/> Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices 	Band 4	7–8	Good understanding of the task demonstrated in a skilful response: <ul style="list-style-type: none"> <input type="checkbox"/> Almost all content included is relevant, with only occasional unnecessary details/repetitions <input type="checkbox"/> Generally fluent and coherent presentation of the points, with appropriate linking devices 	10	
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Question	Answer			Marks	Not Allowed Responses
1(b)	Summary – Task Fulfilment 10 marks (continued)				
	Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of the content included is relevant, with unnecessary details/ additions <input type="checkbox"/> Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices 		
	Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content included is of limited relevance, with frequent unnecessary details/repetitions <input type="checkbox"/> Presentation of the points breaks down, with little coherence and lacking linking devices 		
	Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content included is of little relevance, with noticeably unnecessary details/repetitions <input type="checkbox"/> Little attempt to present the points with no concept of linking devices 		
	Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A totally irrelevant response <input type="checkbox"/> Insufficient material to reward 		

Question	Answer	Marks	Not allowed responses
2	<p>Re-read paragraphs 1, 3 and 6. Identify and write down <u>one</u> opinion from each of these paragraphs. [1 mark for each correct response]</p> <ul style="list-style-type: none"><input type="checkbox"/> Opinion from paragraph 1 Elephants are magnificent creatures<input type="checkbox"/> Opinion from paragraph 3 (because) the ivory of which elephants' tusks are made is (really) beautiful<input type="checkbox"/> Opinion from paragraph 6 (keeping) elephants in captivity is (obviously) cruel <p>Allow: Own word version of opinions</p>	3	

Section 2: Reading for Meaning

Question	Answer	Marks	Not allowed responses
3(a)	<p>From paragraph 1</p> <p>Why was Emma ‘staggering’?</p> <p><input type="checkbox"/> she was carrying / had / (had) bought heavy bags / heavy groceries</p>	1	<p><i>She was carrying bags / groceries (alone)</i></p> <p><i>The bags / groceries were heavy (alone)</i></p> <p><i>lift of lines 1–2 ‘staggering under the heavy bags of groceries (she had just bought)’</i></p>
3(b)	<p>What was Emma’s ‘huge responsibility’?</p> <p><input type="checkbox"/> her parents had left her in charge of her brother / James</p> <p>Allow looking after her (younger) brother (and the house)</p> <p>lift of lines 3–4 (‘her parents had gone on holiday,.) leaving her, (as the elder,.) in charge of her brother</p>	1	<p><i>Lift of lines 5–6 It was the first time they had left their children alone in the house together</i></p> <p><i>She was the elder</i></p> <p><i>Excess denies</i></p> <p><i>Parents left her alone with her brother</i></p>
3(c)	<p>What was the most unpleasant change Emma found in the house when she came home?</p> <p><input type="checkbox"/> The muddy footprints (all over the floor)</p> <p>Allow: James / he (had) left muddy footprints (all over the floor)</p>	1	<p><i>More than one change</i></p>
3(d)	<p>‘Feeling justifiably aggrieved, Emma resolved to tell James off when he came home.’ Explain in your own words how Emma is feeling at this point.</p> <p><input type="checkbox"/> Emma was cross /irritated/ angry / annoyed/ vexed / upset / aggravated / disgruntled / resentful / narked (with her brother)</p> <p><input type="checkbox"/> (And felt) she was right to be (angry, etc.) / had (good) reason to be (angry, etc.) / was understandably (angry, etc.)</p>	2	<p><i>Frustrated / sad / worried / agitated / anxious</i></p>
<p>This is an own words question. Answers should capture the ideas of ‘JUSTIFIABLY’ and ‘AGGRIEVED’.</p>			

Question	Answer	Marks	Not allowed responses
4(a)	<p>From paragraph 2</p> <p>'A cloud crossed her mind and gradually became a storm of doubt.'</p> <p>What does this tell you about Emma's feelings at this point?</p> <p><input type="checkbox"/> She was / became <u>more</u> / <u>increasingly</u> worried / concerned / scared / suspicious / uncertain / confused / (that there might be an intruder) // she started to worry and then worried <u>more</u> (that there might be an intruder)</p> <p>Allow: <u>More / increasingly</u> doubtful</p> <p>Allow : Addition of reasons for worry even if wrong, e.g. James's return</p>	1	
4(b)	<p>Why did their parents want James to leave the house in the morning before Emma did?</p> <p><input type="checkbox"/> They didn't want him to be at home alone / in the house alone</p>	1	<p><i>Lift of lines 11–12 'Hadn't James ... at home alone'</i></p>
4(c)	<p>What decision did Emma make when the 'full force of her suspicion hit her'?</p> <p><input type="checkbox"/> (She decided) to look / check in (all) the other rooms / to search the whole house</p> <p>Allow: Lift of lines 15–16 'she realised ... rooms'</p>	1	<p><i>To look around the house / to look in other rooms / to make sure nobody else was in the house / to look in (all) the other rooms for her brother</i></p>

Question	Answer	Marks	Not allowed responses
5(a)	<p>From paragraph 3</p> <p>What are the two physical signs of fear shown by Emma?</p> <p><input type="checkbox"/> her heart was pounding // her heart beating fast</p> <p>Allow lift of lines 17–18 'she could feel her heart pounding ... hallway'</p> <p><input type="checkbox"/> she was sweating</p> <p>1 mark for each correct answer</p>	2	<p><i>Verbatim</i> <i>Lift of lines 24–25</i> <i>'managing to ignore that fact that she was sweating'</i></p>
5(b)	<p>Why do you think Emma's mother had left three pairs of shoes lying in the bedroom?</p> <p><input type="checkbox"/> She couldn't fit / get / push / shove them into her (already bulging) suitcase / bag // her suitcase / bag was (already) full // they / the shoes were too much for her (already bulging) suitcase / bag</p> <p>Allow 'put' for 'fit', etc.</p>	1	<p><i>Verbatim</i> <i>Lift of lines 23–24</i> <i>'considered ultimately to have been too much for her already bulging suitcase'</i></p> <p><i>She didn't have time to put them in her suitcase / put them away</i></p>
5(c)	<p>Emma was 'inundated' with fear. Pick out and write down one word used in the paragraph which continues this idea of 'inundated'.</p> <p><input type="checkbox"/> flooded</p> <p>Allow use of correct word in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the word is flooded</p>	1	

Question	Answer	Marks	Not allowed responses
6(a)	<p>From paragraph 5</p> <p>'James stared at his sister with a look of undisguised puzzlement, which made her realise that what he was about to say was true.' Explain in your own words how Emma knew that James was about to tell the truth.</p> <p><input type="checkbox"/> He couldn't / didn't hide (the fact) that // it was obvious / easily seen / clear / blatant</p> <p><input type="checkbox"/> he didn't understand (what she was talking about) // he was confused / bewildered / perplexed</p>	2	<p><i>Genuine / real / fake / believable / uncontrolled / unfeigned / shocked / surprised</i></p>
<p>This is an own words question. Answers should capture the ideas of 'UNDISGUISED' and 'PUZZLEMENT'.</p>			
6(b)	<p>Explain fully (i) who you think was knocking on the cupboard door and (ii) why.</p> <p><input type="checkbox"/> an intruder / thief / the person who had left the muddy footprints / shifted the teabags / left the drawer open</p> <p><input type="checkbox"/> s/he was unable to / wanted to get out (of the cupboard) / was locked in (the cupboard)</p>		<p><i>An animal / cleaner</i></p> <p><i>The door could only be opened from the outside</i></p>
<p>Look for the idea of intruder inside the cupboard for the first mark, and the fact that he is locked in/ cannot escape for the second mark.</p>			

Question	Answer	Marks	Not allowed responses
7	<p>From the whole passage</p> <p>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.</p>		<p><i>Do not award a mark where more than one letter is indicated, unless the incorrect response(s) has / have been clearly discarded by the candidate.</i></p>
7(a)	D (annoyed)	1	
7(b)	B (normal)	1	
7(c)	A (look quickly)	1	
7(d)	C (secretly)	1	
7(e)	B (scorn)	1	

Question	Answer	Marks	Not allowed responses
8(b)	<p>'Oblivious to his sister's mood, James rattled on to her about the runs he had scored in the cricket match at school.' (lines 35–36)</p> <p>Meaning: James / he didn't notice / was unaware of / didn't realise / didn't pick up on / understand how his sister / Emma / was feeling / that she was worried / angry, etc.</p> <p>Allow: any acceptable emotion for Emma but not 'mood' of the question</p> <p>Effect: James is excited (about his cricket) / self-centred / selfish / insensitive</p> <p>OR</p> <p>Meaning: James / he talked <u>a lot</u> / <u>continuously</u> // James / he nattered (on) / chattered (on) (about his performance / the runs he scored at cricket) // he talked / nattered / chattered <u>at her</u> (about his performance / the runs he scored at cricket)</p> <p>Effect: Emma /she wasn't listening to / interested / wasn't engaged (with what he was saying) // Emma was preoccupied (with her worries)</p> <p>Allow: answers which give the <i>effect</i> of the <i>whole</i> sentence, e.g. answers which show the conflicting feelings / emotions of James and Emma (such as <i>he was relaxed but she was tense</i>)</p> <p>Reward any plausible explanations.</p>	1	<p><i>Talked (alone)</i> <i>chatted</i></p>

Oral

Mark Scheme for Oral English

READING ALOUD	
9 – 10 marks	<ul style="list-style-type: none">• Reads the passage with near perfect pronunciation & very clear articulation.• Reads with fluency & good pace.• Varies the pitch & tone in order to convey the information, ideas & feelings in a passage.
7 – 8 marks	<ul style="list-style-type: none">• Generally clear articulation with occasional errors in pronunciation.• A mainly fluent reading with perhaps some stumbles.• Some variation of pitch & tone for expressive effect, but not always to the passage.
4 – 6 marks	<ul style="list-style-type: none">• Pronunciation of some words is rather inaccurate, but some attempt made to maintain clarity of articulation.• Reading is hesitant or jerky with occasional stumbles.• A slight attempt to achieve expressiveness through variation of pitch & tone.• Uses largely inappropriate variations.
1 – 3 marks	<ul style="list-style-type: none">• Very weak pronunciation & little clarity of articulation.• Very hesitant reading, full of errors.• Reads in a monotone or with inappropriate tones.

Mark Scheme for Oral English (cont.)

CONVERSATION	
16 – 20 marks	<ul style="list-style-type: none">• Gives & develops intelligent personal responses to the theme.• Expresses & develops ideas clearly, succinctly & naturally, using appropriate vocabulary & structures.• Shares ideas & opinions with the examiner, introducing new ideas or initiating discussion of relevant issues.
11 – 15 marks	<ul style="list-style-type: none">• Offers some personal responses to the theme, with some elaboration.• Is generally clear & coherent, using largely appropriate vocabulary & structures.• Responds well to examiner's prompts, but shows less initiative.
6 – 10 marks	<ul style="list-style-type: none">• Gives simple personal responses with little development.• Makes disjointed comments which may be unclear, but with some attempt to use appropriate vocabulary & structures.• Depends heavily on the examiner for encouragement & prompting.
1 – 5 marks	<ul style="list-style-type: none">• Offers hardly any personal response or development.• Offers ideas in disconnected single sentences, phrases or even single words.• Finds it difficult to maintain any sustained interaction, even with repeated prompting.

