



**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

# **NATIONAL CERTIFICATE OF EDUCATION**

## **ENGLISH**

**Specimen paper**  
for first assessment in October 2020

## **Acknowledgements:**

The MES would like to place on record its gratitude and appreciation to all stakeholders who contributed to the development of the specimen assessment materials - the Educators (from the mainstream and extended stream), academics from the MIE, the University of Mauritius and the Open University, representatives of the Ministry of Education and HR, TE and SR and representatives of recognised unions - who, at different stages in the development of the assessment, have been members of technical committees, validation committees and Secondary School Examination Committees that were set up by the MES. We are also grateful to the Rectors, Educators and students who took part in the trialling process of the specimen papers. The contribution of all these stakeholders provided us with vital information and feedback which fed into the production of the specimen papers.

## 1. Background

At the end of the Nine-Year Continuous Basic Education (NYCBE) cycle, all students from the Regular and Extended programmes take the National Certificate of Education (NCE) Assessment. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 (MIE, 2016)<sup>1</sup> and the learning outcomes detailed in the Teaching and Learning Syllabus (MIE, 2017)<sup>2</sup>.

The assessment will be carried out in the following subjects:

- English
- Mathematics
- French
- Science
- Information and Communication Technology
- Technology Studies
- Business and Entrepreneurship Education (BEE)
- Social and Modern Studies (SMS)
- Art and Design
- An optional core subject (Asian Languages, Arabic and Kreol Morisien, if chosen by the candidate)

A 7-point grading structure will be used in each subject, as illustrated below:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

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<sup>1</sup> Mauritius Institute of Education, 2016, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

<sup>2</sup> Mauritius Institute of Education, 2017, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

## 2. Purpose of the NCE Assessment

The main purpose of the NCE Assessment is to measure and certify learning that has taken place at the end of the NYCBE cycle. The information gathered from the assessment will be used for:

- Certification

Meeting the minimum requirements on the NCE assessment (see the Award Rules in the Annual Programme) will lead to the candidate being conferred an NCE certificate which will be recognised at Level 2 on the National Qualifications Framework.

- Promotion to Grade 10

Assessment results from the NCE will guide schools in determining whether students get promoted to Grade 10.

- Orientation

The NCE assessment will provide information to guide students as to whether they want to continue in the general or in the technical/vocational stream. Within the general stream, it may guide students in their choice of subjects as from Grade 10.

- Admission to academies

Performance in the NCE Assessment will determine whether candidates are admitted to academies. The following extract from the Education Act indicates the criteria for admission to academies:

*Priority of admission to Grade 10 in an Academy shall be determined on the basis of the grade aggregate and the relative performance of the eligible pupil in the best 8 core subjects, including English, French and Mathematics, at the NCE assessment and the choice of the responsible party.*

### **3. Guiding principles in Assessment**

A number of key principles of assessment guided the development of the NCE assessment.

#### **(i) Validity**

Validity is a central concept in assessment. In simple terms, it refers to the extent to which an assessment measures what it is supposed to be measuring. Validity also refers to the extent to which the assessment is providing evidence of candidates' achievement levels. An assessment is considered valid if it meets its purposes. (Edwards et al, 2017)<sup>3</sup>

#### **(ii) Reliability**

Reliability, another crucial concept in assessment, refers to producing reliable, stable and consistent results over time. Ensuring reliability requires clear and consistent processes for the setting, marking and grading of the NCE assessment.

#### **(iii) Impact**

The NCE Assessment aims at having positive effects on teaching and learning with positive washback into the curriculum and into the educational system. An important consideration during the development of this assessment was the potential impact that it would have on the life chances of candidates, allowing for maximum inclusion and retention of students in the system while maintaining standards.

#### **(iv) Fairness**

Needs and characteristics of learners were considered in the design of the NCE assessment so as not to disadvantage any group or individual. Care has been taken to minimise cultural and gender biases and to accommodate the different abilities and the social, cultural and linguistic backgrounds of candidates.

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<sup>3</sup> Edwards, M.C., Slagle, A., Rubright, J.D. and Wirth, R.J., 2018. Fit for purpose and modern validity theory in clinical outcomes assessment. *Quality of Life Research*, 27(7), pp.1711-1720

#### 4. Designing the NCE English Assessment – The key considerations

On top of the fundamental assessment considerations spelt out in the previous section, the following key questions underpinned the design of the NCE Assessment for English.



(Source: Cambridge Assessment English, 2018)

##### 4.1 Official guidelines

To ensure that all the candidates are given a fair chance of showing they have acquired the necessary knowledge, skills and competencies, the paper has been designed with 50% of items at basic level, 20% at intermediate level and 30% of items at proficient level.

##### 4.2 What will be assessed and how?

The NCE assessment in English will assess the proficiency of candidates at the end of the NYCBE cycle in reading, writing, grammar and use of English and in a literature component.

The tables below give a breakdown of the different learning areas, the kinds of tasks set and the marks allocated.

	<b>Task</b>	<b>Mark Allocation</b>
<b>Reading (30%)</b>	Task 1 - Reading a short note, message, letter, poster or short informative passage and locating explicit information.	10 marks
	Task 2 - Reading of an extended passage. Location of explicit and implicit information, vocabulary in context, personal response, synthesizing information, identifying main ideas, follow chronology of events.	20 marks

	<b>Task</b>	<b>Mark Allocation</b>
<b>Writing (25%)</b>	Task 1 – Functional Writing: a short note, e-mail or card (50-75 words)	10 marks
	Task 2 - Extended Writing. Narrative, Descriptive or Argumentative composition. (200-250 words)	15 marks

<b>Grammar and Use of English (35%)</b>	<b>Task</b>	<b>Mark Allocation</b>
	Task 1 – Spelling, Punctuation, Grammar (MCQS, Open ended, etc...)	15 marks
	Task 2 – Vocabulary (MCQs)	5 marks
	Task 3 – Word formation	5 marks
	Task 4 – Proofreading task. Mistakes identified	5 marks
	Task 5 – Cloze Text	5 marks

<b>Literature (10%)</b>	<b>Task</b>	<b>Mark Allocation</b>
	Simple analysis of a literary extract. Identifying themes, literary devices. Analysis of characters and plot. Show empathy.	10 marks

### **4.3 Who will be assessed?**

A major consideration in the conception of the paper was to cater for the entire ability range of the entire student population. This, in effect, meant designing a paper that would be fair to all students, whether from the extended stream or the mainstream, while ensuring that Grade 9 standards are maintained.

### **4.4 How will the assessment be beneficial for learners?**

The NCE assessment in English aims at being beneficial to learners in different ways. Firstly, it will encourage the teaching and learning of the key competencies and skills in English. It will also provide feedback to learners and stakeholders in general about the overall proficiency level achieved. By assessing functional literacy through a series of authentic tasks, as well as assessing more traditional academic tasks, it aims at providing a firm grounding in English as students progress through the system, whether they wish to continue to the academic stream or move to the technical/vocational stream.

## **5. The Paper Description**

### **Question 1: (15 marks)**

This question will assess knowledge of basic English grammar, spelling and punctuation. Multiple-choice items, matching, fill-in-the blanks, ticking the right option and open ended items may all be set to elicit the required information from candidates.

### **Question 2: (5 marks)**

This question will assess knowledge of basic vocabulary in English in context. MCQ items will be set.

### **Question 3: (10 marks)**

This question will assess functional reading at a basic level. Candidates will be required to read a short note/letter/e-mail/poster/message and show understanding by locating explicit information from the given text(s).

### **Question 4: (5 marks)**

This question will assess candidates' knowledge and ability to apply word formation rules in English. A short paragraph will be set and candidates will have to complete the text by effecting the required transformations.

### **Question 5: (5 marks)**

This question will assess candidates' ability to deal with grammar and spelling in context. A short paragraph containing grammatical and spelling mistakes will be set and candidates will be required to correct these mistakes.

### **Question 6: (5 marks)**

This task will be an open Cloze Text. Candidates will be required to complete a text with 5 gaps using one suitable word.

**Question 7:****(10 marks)**

This question will assess functional writing. Candidates will be required to write 50-75 words on a given task – writing a short note, e-mail, letter or card. They will be assessed on their ability to complete the task properly and their accurate use of English.

**Question 8:****(20 marks)**

This question will assess candidates' ability to read an extended passage of a narrative or informative type. Candidates will be assessed, inter alia, on their ability to locate explicit information, make inferences, synthesise information, explain the meaning of words as used in the given context, follow the chronology of events, identify main ideas and offer personal response.

**Question 9:****(15 marks)**

This question will assess candidates' ability to produce an extended piece of writing in 200-250 words. They will be required to write one composition out of a choice of a narrative, argumentative or descriptive topics.

**Question 10:****(10 marks)**

This question will assess candidates' knowledge and ability to appreciate a variety of literary texts and demonstrate analytical skills. Candidates will be assessed on their ability to show awareness of message, make links between text and life experiences, respond empathetically, analyse character, plot, themes and express sensitivity to language and the use of stylistic devices. The question will be set based on an unseen extract (taken from one of the three genres - drama, poetry, prose). The extract will be of a similar type to the ones available in the prescribed MIE textbook.





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Index Number: .....

## NATIONAL CERTIFICATE OF EDUCATION

Specimen paper for first assessment in October 2020

# ENGLISH (N 500)

TIME: 2 HOURS 15 MINUTES

### READ THESE INSTRUCTIONS FIRST

1. Write your Index Number in the space provided above.
2. Write in dark blue or black ink.
3. Answer all questions.
4. All answers must be written in the spaces provided.
5. Any rough working should be done in this booklet.
6. Do not use correction fluid.
7. The total of the marks for this paper is **100**.  
The number of marks is given in brackets for each question or part question.
8. Check that this assessment booklet consists of **10** questions printed on **17** pages from pages 2 to 18.
9. Any discrepancy in the document must be immediately notified to the invigilator.

**Question 1 (15 marks)**

**(a) For items 1 to 5, circle the correct answer.**

1. My mother received a book for her birthday. .... was very happy. [1]  
**A** He  
**B** She  
**C** It  
**D** We
  
2. Laurent has always been fascinated ..... animals. [1]  
**A** by  
**B** at  
**C** in  
**D** to
  
3. He greeted us and ..... us to enjoy ourselves. [1]  
**A** telling  
**B** told  
**C** tell  
**D** tells
  
4. They ate their lunch ..... listening to music. [1]  
**A** while  
**B** during  
**C** unless  
**D** although
  
5. My friends had too ..... food last night. [1]  
**A** many  
**B** lots  
**C** much  
**D** plenty

**(b) For each of items 6 to 9, circle the sentence which is correct.**

6.    **A**    Next Tuesday, we went to the beach.  
      **B**    Last year, he will go to France.  
      **C**    Tomorrow, I had gone to school.  
      **D**    Next week, I will visit my grandparents. [1]
7.    **A**    The girls is going to school.  
      **B**    My uncle and I is cooking tonight.  
      **C**    They does not know where to go.  
      **D**    Billie is playing tennis with his friends. [1]
8.    **A**    She sleeps when I came home.  
      **B**    She was sleeping when I came home.  
      **C**    She is sleeping when I came home.  
      **D**    She has slept when I came home. [1]
9.    **A**    Manisha did not went to school yesterday.  
      **B**    Manisha did not gone to school yesterday.  
      **C**    Manisha did not go to school yesterday.  
      **D**    Manisha did not going to school yesterday. [1]

**(c) For items 10 to 15, follow the instructions given.**

10. **Insert a comma ( , ) in the correct place in the sentence below.** [1]

Even though it was raining the children were playing outside.

11. **Rewrite the sentence below in direct speech.** [1]

I asked her where my bag was.

.....  
.....

12. **Underline all the words which should begin with a capital letter.** [1]

the shop where john works is in vacoas.

13. **Separate the following sentences properly. Add capital letters and full stops where required.** [1]

They set out to climb the mountain the darkness flew around them like a tide

.....  
.....

14. **Re-write the following sentence, using 'sister' in the plural.** [1]

My sister's teacher is very kind.

.....  
.....

15. **Re-write the following sentence in the passive voice.** [1]

The fisherman caught a big fish.

.....  
.....

**Question 2 (5 marks)**

**For each item, circle the letter which shows the correct answer.**

1. My brother ..... me how to ride a bicycle. [1]

- |                    |                  |
|--------------------|------------------|
| <b>A</b> explained | <b>C</b> studied |
| <b>B</b> taught    | <b>D</b> learned |

2. Ryan is very ..... . He never changes his mind. [1]

- |                   |                  |
|-------------------|------------------|
| <b>A</b> stubborn | <b>C</b> cruel   |
| <b>B</b> greedy   | <b>D</b> jealous |

3. You should always ..... your elders with respect. [1]

- |                 |                  |
|-----------------|------------------|
| <b>A</b> inform | <b>C</b> address |
| <b>B</b> write  | <b>D</b> notify  |

4. The ..... enjoyed the movie at the cinema. [1]

- |                     |                     |
|---------------------|---------------------|
| <b>A</b> assembly   | <b>C</b> spectators |
| <b>B</b> passengers | <b>D</b> supporters |

5. Sara made the ..... to go to work early. [1]


- |                    |                     |
|--------------------|---------------------|
| <b>A</b> decision  | <b>C</b> option     |
| <b>B</b> selection | <b>D</b> preference |

**Question 3 (10 marks)**

Read the poster below and answer the questions which follow.

# Ministry of Arts and Culture

## YOUNG WRITERS' COMPETITION




### CATEGORY 1

#### Short Story Competition

Open to students of  
Grades 8 and 9

**Theme: My Country, My Pride**

**Word Limit: 1,500 words**



### CATEGORY 2

#### Poetry Competition

Open to students of  
Grades 10 and 11

**Theme: Empowering Women**

**Word Limit: 500 words**


Students of any secondary school in Mauritius, Rodrigues and Agalega can take part in the competition.

Each participant can send 3 entries.

**INTERESTED?**

Go to the website of the Ministry of Arts and Culture for further information ([www.culture.govmu.org](http://www.culture.govmu.org)).

***The deadline for the submission of entries is Friday 22 May 2020.***

**1<sup>st</sup> Prize:** Rs 25,000  
+  
A souvenir trophy 

**2<sup>nd</sup> Prize:** Rs 20,000

**3<sup>rd</sup> Prize:** Rs 10,000

Ministry of Arts and Culture, Jules Koenig Street - Port Louis

Phone: 212 12 12

1. Which competition is being organised? [1]  
.....
2. Which Ministry is organising this competition? [1]  
.....
3. For the short story competition,
- (i) students of which Grades can take part? [1]  
.....
- (ii) what is the maximum number of words they can write? [1]  
.....
4. For the poetry competition,
- (i) students of which Grades can take part? [1]  
.....
- (ii) what theme must they work on? [1]  
.....
5. How many entries can each participant send? [1]  
.....
6. From which website can more information about the competition be obtained? [1]  
.....
7. What is the last date for submitting entries? [1]  
.....
8. What will the winner of the **second prize** receive? [1]  
.....

#### Question 4 (5 marks)

Write the correct form of the words in brackets. The first one has been done for you.

Nikola Tesla and Thomas Edison were two great .....**inventors**..... (**invent**) who lived in the 19th century. However, there was a very strong ..... (**rival**) between the two men. They both wanted to find the most ..... (**efficiency**) way of producing and distributing electricity. Great minds don't ..... (**necessary**) think alike. But we owe a huge debt to both these men, whose ..... (**innovate**) have helped mankind. They laid the basis for the ..... (**technology**) revolution of our own times.

*(Adapted from Aquila Magazine, Nov 2017 Edition)*

**Question 5 (5 marks)**

**Read the text below, which contains some mistakes. They have been underlined for you. Correct them. An example is given.**

Crocodiles are large reptile found in tropical regions. There is thirteen species of

reptiles

crocodiles. Acording to National Geographic, one of the largest populations of

crocodiles are found in a lake called Lago Enquillo. Crocodiles are cold-blooded and

cannot produce there own heat. They usually leave for at least 30 to 40 years.

**Question 6 (5 marks)**

**Complete the following text by writing one suitable word in each blank space.  
An example is given.**

Hiking is the activity of ..... **going** ..... for long walks in nature. It is a great  
..... to enjoy the outdoors. Hiking offers ..... views of  
rivers, waterfalls and valleys. It is a popular activity with many ..... ,  
who find it relaxing. It is also a very good way ..... spend time together.  
For all these ..... , many governments are encouraging their citizens to  
take up this activity.

**Question 7 (10 marks)**

**You are going to Ile aux Aigrettes with your friends. Before going, you write a short note to your friends to organise the trip.**

Write about 50-75 words based on the following:

- Where will you all meet?
- How will you go to Ile aux Aigrettes?
- How much time will you spend there?
- What should each of you bring?
- What precautions should you take while visiting?

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## Question 8 (20 marks)

Read the passage below and answer the questions which follow.

- 1 Every family has a black sheep and Tom Ramsay had been the black sheep of his family for twenty years. I had watched him begin life decently enough: he went into business, married and had two children. But one day, without warning, he announced that he didn't like work and that he wasn't suited to married life. He wanted to enjoy himself. He left everything behind and spent two happy years living in Paris, spending all his money. 5
- 2 His relatives wondered what would happen when he would have no money left. They soon found out - he borrowed. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was fun to spend was the money you spent on luxuries. For this, he depended on his brother George. 10
- 3 George was insensible to Tom's charm. Once or twice he fell to Tom's promises to change and gave him considerable sums so that he might make a fresh start. With this money, Tom bought a new car and some very nice jewellery. George finally realised that his brother would never change and washed his hands of him but Tom, without any hesitation, began to blackmail him. It was not very nice for a respectable lawyer to find his brother serving drinks in his favourite restaurant. Tom said that to serve in a restaurant was a perfectly decent occupation, but if George could give him a couple of hundred pounds, he didn't mind, for the honour of the family, giving it up. George paid. 15
- 4 Poor George! Though only a year older than his brother, he looked sixty. He had not taken more than a fortnight's holiday in twenty-five years. He was in his office every morning at nine-thirty and never left before six. His life was blameless. He was glad he was growing old because that meant Tom was growing old too. 20
- 5 "In four years' time Tom will be fifty. He won't find life so easy then. We shall see if it really pays to work or be idle."

The other day, I saw George Ramsay sitting by himself in a restaurant, wearing an expression of deep gloom. "Do you know what's happening now?" he asked me. 25

I wondered if Tom had got into the hands of the police at last. George could hardly speak.

"You can't deny that all my life I've been hardworking, decent and respectable."

"True," I replied. 30

"And you can't deny that Tom has been a rude and worthless rogue."

"True as well."

- 6 George grew red in the face.

"A few weeks ago, he became engaged to a woman old enough to be his mother. And now she's dead and left him everything she had. Half a million pounds, a yacht and a house in London." 35

George Ramsay beat his clenched fist on the table.

"It's not fair, I tell you, it's not fair!"

I could not help it. I burst out laughing and very nearly fell on the floor. George never forgave me. 40

(Adapted from 'The Ant and the Grasshopper' by Somerset Maugham)

*From Paragraph 1*

1. How many children did Tom Ramsay have? (1 mark)

.....

2. Which two consecutive words tell us that the change in Tom was unexpected? (1 mark)

.....

3. Why did Tom change his way of life? (1 mark)

.....

*From Paragraph 2*

4. What did Tom do when he ran out of money? (1 mark)

.....

5. "The money that was fun to spend was the money you spent on luxuries." (line 10). Which aspect of Tom's character do we see here? (1 mark)

.....

*From Paragraph 3*

6. **At first**, George trusted Tom. What evidence is there in this paragraph to show this? (1 mark)

.....

7. What did Tom do with the money George gave him? (1 mark)

.....

8. Explain fully how Tom blackmailed George. (2 marks)

.....

.....

*From Paragraph 4*

9. By how many years was George older to Tom? (1 mark)

.....

10. In your opinion, why did George look sixty? (1 mark)

.....

11. Why was George happy that he was growing old? (1 mark)

.....

*From Paragraph 5*

12. Why do you think "George could hardly speak"? (lines 28-29) (1 mark)

.....

*From Paragraph 6*

13. "It's not fair, I tell you, it's not fair!" (line 39).

What is George finding unfair? (1 mark)

.....

14. "George never forgave me. " (line 39).

Why do you think George was so angry with the narrator? (1 mark)

.....

15. Give the meaning of the following words or expressions as they have been used in the passage. (5 marks)

(i) black sheep (line 1) : .....

(ii) steady (line 7) : .....

(iii) insensible (line 11) : .....

(iv) washed his hands of (line 14) : .....

(v) idle (line 24) : .....

**Question 9 (15 marks)**

**Write an essay of about 200-250 words on one of the following:**

- (i) Describe the scene in your school yard on the day school resumes.

**Or**

- (ii) Some people think that parents are the only ones to blame when their children misbehave.

Do you agree?

**Or**

- (iii) Write a story including the following line:

"As I got off the bus, I realised I was holding the wrong bag..."

**Item chosen:** .....

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[illegible]

**Question 10 (Literature in English) (10 marks)**

**Read the poem below and answer the following questions.**

A free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wing  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

*(Adapted from 'Caged Bird', by Maya Angelou)*

1. (a) Which of the following is a pair of rhyming words? Circle the correct answer.

**(1 mark)**

**A** wind, wing

**B** cage, rage

**C** rays, sky

- (b) Find **two** more pairs of rhyming words in the poem and write them down.

**(2 marks)**

(i) .....

(ii) .....

2. (a) What message do you think the poet is trying to convey by using the images of a caged bird and a free bird in this poem? **(2 marks)**

.....

.....

- (b) The poet describes the caged bird with words such as “rage”, and “fearful” in the poem. What do these words suggest about the mood in the poem? **(2 marks)**

.....

.....

3. Imagine that you are the caged bird. Write down your feelings about your situation. **(3 marks)**

.....

.....

.....

.....



# MARK SCHEME

## ENGLISH

**Specimen paper Mark scheme**  
for first assessment in October 2020

Question 1 (15 marks)

1 Mark For Each Correct Answer

1. B	<p>(i) Accept answers which are <b>systematically</b> ticked / encircled / underlined / copied / crossed.</p> <p>(ii) Mark wrong if different answers are ticked / encircled / underlined / copied / crossed. But if two systems are systematically used, one of which is the circle, then consider only the <b>encircled</b> answer.</p>	6. D
2. A		7. D
3. B		8. B
4. A		9. C
5. C		

10. Even though it was raining, the children were playing outside.

11. Accept any one of the following:

- I asked her, "Where is my bag?" or .....
- "Where is my bag?" I asked her. ....

12. (Award 1 mark if all three words have been underlined.)

the shop where john works is in vacoas.

13. (Award 1 mark if the sentences are clearly separated and the correct punctuation is used.)

They set out to climb the mountain. The darkness flew around them like a tide.

14. (Award 1 mark if 'sister' is in the plural. Ignore any additional word used in the plural.)

My **sisters'** teacher is very kind.

15. (Award 1 mark to the correct transformation from Active to Passive Voice.)

A big fish was caught by the fisherman.

Question 2 (5 marks)

1 Mark For Each Correct Answer

1. B	
2. A	
3. C	(i) Accept answers which are <b>systematically</b> ticked / encircled / underlined / copied / crossed.
4. C	(ii) Mark wrong if different answers are ticked / encircled / underlined / copied / crossed. But if two systems are systematically used, one of which is the circle, then consider only the <b>encircled</b> answer.
5. A	

### Question 3 (10 Marks)

**Note:**

- Candidates **do not** have to answer in full sentences.
- Grammatical and spelling mistakes are **not** penalised if evidence of understanding is clearly shown.

Question	1 mark	Remarks	0 mark
1	Young Writers' Competition		
2	Ministry of Arts and Culture		
3 (i)	Grades 8 and 9		
3 (ii)	1,500 words		
4 (i)	Grades 10 and 11		
4 (ii)	Empowering Women		
5	3 entries		
6	<a href="http://www.culture.govmu.org">www.culture.govmu.org</a> Accept lift of: The website of the Ministry of Arts and Culture ( <a href="http://www.culture.govmu.org">www.culture.govmu.org</a> )		
7	22 May 2020  Accept lift of: Friday 22 May 2020		
8	Rs 20, 000		

#### Question 4 (5 marks)

(Note: Award 1 mark for each correct transformation. If there is a spelling or grammatical mistake in an otherwise correct transformation, give 0.)

	1 Mark	0 Mark
1.	rivalry	rivalling
2.	efficient	efficiently
3.	necessarily	necessity
4.	innovations	innovated / innovators
5.	technological	technologically

#### Question 5 (5 marks)

(Note: Give 1 mark for a correct answer.)

Crocodiles are large reptiles found in tropical regions. There **are** thirteen species of crocodiles. **According** to National Geographic, one of the largest populations of crocodiles **is** found in a lake called Lago Enquillo. Crocodiles are cold-blooded and cannot produce **their** own heat. They usually **live** for at least 30 to 40 years.

**Question 6 (5 marks)**

(Note: Award 1 mark for each correct answer. If there is a spelling or grammatical mistake, give 0.)

	<b>1 Mark</b>	<b>0 Mark</b>
<b>1.</b>	way / method / means / manner / opportunity	
<b>2.</b>	spectacular / different / majestic / beautiful	
<b>3.</b>	people / tourists / youngsters / hikers	
<b>4.</b>	to	of
<b>5.</b>	reasons / benefits	

**Question 7 (10 marks)**

<b>Band</b>	<b>Descriptors</b>
<b>Band 1 (9-10 marks)</b>	<ul style="list-style-type: none"><li>• Clear awareness of audience and purpose.</li><li>• All required points developed in detail</li><li>• G/S/P and syntax very accurate. Only very occasional slips</li><li>• Accurate and appropriate vocabulary</li><li>• Organised and coherent</li></ul>
<b>Band 2 (6-8 marks)</b>	<ul style="list-style-type: none"><li>• Awareness of audience and purpose.</li><li>• All points developed</li><li>• G/S/P and syntax essentially accurate but occasional slips</li><li>• Vocabulary accurate</li><li>• Organised but may lack the overall fluency of a Band 1 script</li></ul>
<b>Band 3 (3-5 marks)</b>	<ul style="list-style-type: none"><li>• Some awareness of audience and purpose</li><li>• Required points addressed but may lack detail</li><li>• G/S/P and syntax accurate enough but errors are noticeable</li><li>• Accurate but simple vocabulary</li><li>• Some coherence in the flow of ideas</li></ul>
<b>Band 4 (1-2 marks)</b>	<ul style="list-style-type: none"><li>• No real sense of audience and purpose.</li><li>• Points briefly addressed</li><li>• G/S/P and syntax erratic. Sense can be made but multiple errors confuse meaning.</li><li>• Simple often inaccurate vocabulary</li><li>• Disjointed writing</li></ul>
<b>Band 5 (0 marks)</b>	<ul style="list-style-type: none"><li>• Meaningless</li><li>• Irrelevant</li><li>• Not recognisable as English</li></ul>

### Question 8 (20 marks)

Note:

- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

Question	Accept	Marks	Remarks
1	Two children	1	
2	'without warning' (line 3)	1	
3	<b>Accept any of the following:</b> <ul style="list-style-type: none"><li>• He wanted to enjoy himself.</li><li>• He felt that he wasn't suited to married life and work.</li></ul>	1	
4	He borrowed (from his friends and his brother).	1	
5	<b>Accept any plausible answer.</b> Example: <ul style="list-style-type: none"><li>• He was spendthrift / shallow / frivolous / irresponsible.</li><li>• He enjoyed the high life.</li></ul>	1	
6	He gave him considerable sums so that he could make a fresh start.	1	
7	He bought a new car and some very nice jewellery.	1	
8	<b>Accept any plausible answer.</b> Example:  Tom started working in restaurants which George would visit. He asked George to give him money if the latter did not want him to work in those restaurants.	2	
9	By one year (only)	1	

10	<b>Accept any plausible answer.</b> Example: <ul style="list-style-type: none"> <li>• He worked hard.</li> <li>• He took life seriously.</li> <li>• He was stressed due to work and family life.</li> <li>• He did not enjoy life and rarely went on holidays.</li> </ul>	1	
11	Tom was growing old too (and would not be able to find life easy.)	1	
12	<b>Accept any plausible answer.</b> Example: <ul style="list-style-type: none"> <li>• He was very angry.</li> <li>• He was full of emotions (rage / jealousy / surprise.)</li> <li>• He had a lot on his mind.</li> </ul>	1	
13	<b>Accept any plausible answer.</b> Example: <ul style="list-style-type: none"> <li>• Life had been unfair as he had been hardworking while Tom had been enjoying himself.</li> <li>• The fact that his brother inherited a large fortune without working hard for it (while he didn't.)</li> </ul>	1	
14	<b>Accept any plausible answer.</b> Example: <ul style="list-style-type: none"> <li>• The narrator had laughed at George's plight.</li> <li>• The narrator did not sympathise with George.</li> </ul>	1	

15	<b>Note : Award 1 mark for each correct answer. If more than one answer is given, mark the first one.</b>		<b>Marks</b>
	black sheep (line 1)	odd or disreputable member of the family	5
	steady (line 7)	constant / regular / dependable	
	insensible (line 11)	indifferent to / did not pay much attention to	
	washed his hands of (line 14)	refused to be involved with or refused to take responsibility for / got rid of	
	idle (line 24)	unemployed / a state of doing nothing / to spend time doing nothing concrete / lazy	

**Question 9 (15 marks)**

<b>Band</b>	<b>Descriptors</b>
<b>Band 1 (13-15 marks)</b>	<ul style="list-style-type: none"> <li>• Elaborate content.</li> <li>• Highly accurate G/S/P and syntax, only very occasional slips</li> <li>• Varied sentence structures used consistently and for particular effects</li> <li>• Vocabulary wide and precise.</li> <li>• Complex, sophisticated piece of writing</li> <li>• Reader's interest sustained throughout</li> </ul>
<b>Band 2 (10-12 marks)</b>	<ul style="list-style-type: none"> <li>• Accurate G/S/P and syntax, occasional slips</li> <li>• Some variation in sentence structures.</li> <li>• Vocabulary generally precise but may lack sophistication</li> <li>• Strong, accurate piece of writing but may lack complexity and sophistication</li> <li>• Reader's interest generally sustained</li> </ul>
<b>Band 3 (7-9 marks)</b>	<ul style="list-style-type: none"> <li>• Mostly accurate G/S/P and syntax. Errors occur when complexity is attempted.</li> <li>• Instances of sentence variety but simple sentences dominate overall.</li> <li>• Accurate but simple vocabulary.</li> <li>• Relevant piece of writing. Some interest for the reader</li> </ul>
<b>Band 4 (4-6 marks)</b>	<ul style="list-style-type: none"> <li>• G/S/P and syntax – Meaning not in doubt but errors are quite frequent.</li> <li>• Sentence structures are generally simple</li> <li>• Simple vocabulary, not always accurate.</li> <li>• Relevant but little interest for the reader</li> </ul>
<b>Band 5 (1-3 marks)</b>	<ul style="list-style-type: none"> <li>• G/S/P and syntax – Many serious errors which make meaning unclear.</li> <li>• Mostly simple sentences.</li> <li>• Simple vocabulary with many inaccuracies.</li> <li>• Just relevant – no interest for the reader</li> </ul>
<b>Band 6 (0 marks)</b>	<ul style="list-style-type: none"> <li>• Irrelevant</li> <li>• Not English</li> <li>• Meaningless</li> </ul>

## Literature in English

### Question 10 (10 Marks)

1. (a) **B** (1 mark)

(b) **(Accept any plausible pair of rhyming words based on the poem.)**

Example:

- trill – still – hill
- heard – bird

(2 marks)

2 (a) **Message the poet is trying to convey:**

**(Accept any valid reference to the central idea/ theme which is the freedom of the open world whereas the limiting surroundings of and restrictions imposed on the caged bird.)**

2 marks	<ul style="list-style-type: none"><li>• shows clear understanding of the message with reference to the contrasting images</li><li>• develops a relevant personal response</li></ul>
1 mark	<ul style="list-style-type: none"><li>• shows limited understanding of the message</li><li>• limited attempt to respond</li></ul>
0 mark	<ul style="list-style-type: none"><li>• No answer / insufficient to meet criteria for 1 mark</li></ul>

2 (b) **Mood of the poem:**

**(Accept any reference to the mood of anger, frustration, sorrow, despair of the caged bird.)**

2 marks	<ul style="list-style-type: none"><li>• shows clear understanding of the mood of the poem with arguments to substantiate views</li><li>• develops a relevant personal response</li></ul>
1 mark	<ul style="list-style-type: none"><li>• brief but relevant answer</li><li>• limited attempt to develop response</li></ul>
0 mark	<ul style="list-style-type: none"><li>• No answer / insufficient to meet criteria for 1 mark</li></ul>

3 **Imagine you are the caged bird. Write down your feelings about your situation.**

3 marks	<ul style="list-style-type: none"><li>• shows clear understanding of the poem with engaging empathy and demonstrates the contrast between the caged and free bird</li><li>• develops a relevant personal response</li></ul>
2 marks	<ul style="list-style-type: none"><li>• shows some understanding of the poem</li><li>• demonstrates partial empathy</li><li>• some evidence of simple personal response</li></ul>
1 mark	<ul style="list-style-type: none"><li>• shows some understanding of literal meaning of the poem</li><li>• limited attempt to develop personal response</li></ul>
0 mark	<ul style="list-style-type: none"><li>• No answer / insufficient to meet criteria for 1 mark</li></ul>