

GRADE TEN

ENGLISH LANGUAGE

SEMESTER ONE 2026/2027, FIRST SESSION
 (Practice Exam - Unit 1: New Media)

MARKING GUIDE

TOTAL MARKS: 60

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LISTENING 1 (7 mks)		
1. ☐ making videos	☒ staying safe online	☐ using group chats
2. ☐ on Sunday	☐ on Monday	☒ on Tuesday
3. ☐ the club leader	☒ the computer teacher	☐ a journalist
4. ☒ about ten minutes	☐ about twenty minutes	☐ about forty minutes
5. ☒ the intro music	☐ the poster	☐ the headphones
6. ☐ The camera broke.	☒ Half the episode was missing.	☐ The website stopped.
7. ☒ on the club's homepage	☐ on the classroom wall	☐ in the school magazine
Notes: One mark each. Responses must be indicated <u>clearly</u> .		

LISTENING 2 (8 mks)		
Task One	Task Two	
	True	False
8. In 1969	12. ☐	☒
9. (Only) four (computers)	13. ☒	☐
10. Ray Tomlinson	14. ☒	☐
11. (In) Switzerland	15. ☐	☒
Notes: (i) One mark each. (ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (iii) In general, apply the ' <u>not more than four words</u> '. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.	Notes: One mark each. Responses must be indicated <u>clearly</u> .	

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VOCABULARY (5 mks)

- | | | | |
|--|--|---|--|
| 1. ☐ newspaper | ☒ website | ☐ magazine | ☐ radio |
| 2. ☐ hurry up | ☐ look up | ☒ set up | ☐ bring up |
| 3. ☒ upload | ☐ disappear | ☐ download | ☐ trust |
| 4. ☐ button | ☐ screen | ☐ menu | ☒ comment |
| 5. ☐ violence | ☐ journalism | ☒ technology | ☐ brand |

Notes: One mark each. Responses must be indicated clearly.

GRAMMAR (5 mks)

- | | |
|---|--|
| 1. ☒ better | ☐ best |
| 2. ☒ clearer | ☐ clearest |
| 3. ☒ as | ☐ than |
| 4. ☐ worse | ☒ worst |
| 5. ☒ Why don't | ☐ How about |

Notes: One mark each. Responses must be indicated clearly.

READING 1 (10 mks)			
Task One:			
1. ☒ to become a blogger	☐ to make a podcast	☐ to interview Younis	
2. ☐ Ms Salma	☒ the football captain	☐ his younger brother	
3. ☒ The microphone was off.	☐ He deleted the file.	☐ The tablet broke.	
4. ☐ angry	☒ encouraging	☐ surprised	
5. ☒ on Thursday evening	☐ on Friday morning	☐ on Sunday evening	
6. ☐ writes twelve questions	☐ adds soft music	☒ tests the microphone	
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			
Task Two:			
7. <i>brother</i>			
8. <i>mistake</i>			
9. <i>hundred</i>			
10. <i>journalist</i>			
<i>Notes: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>			

READING 2 (10 mks)			
Task One:			
11. A vocabulary game			
12. Through an app			
13. The (average) attention span			
14. (Because) it is harder to see			
15. The first website (they find)			
16. In bags			
Task Two:			
	True	False	
17.	☐	☒	<i>Notes: One mark each.</i> <i>Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i> <i>Qs 17-20: Responses must be indicated <u>clearly</u>.</i>
18.	☒	☐	
19.	☐	☒	
20.	☒	☐	

WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may be different individual ways of approaching a task, but a basic requirement for all answers is that they are relevant.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)

5	- Presents relevant information clearly and in an interesting way. - Very good use of details and examples. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	- Presents relevant information with reasonable success. - Good use of details and examples. - Writing is generally well-structured, and mostly clear and coherent - A fair range of grammar and vocabulary with a good level of accuracy.
3	- Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. - Writing is not well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	- Attempts to present information, but the results are obviously inadequate. - poor use of details and examples. - Writing is poorly-structured, and often unclear - A very limited range of grammar and vocabulary with frequent errors.
1	- Presents very little relevant information indeed. - No use of details and examples. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Completely nonsense

WRITING 2 (10 mks)	
10	- Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
8	- Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, and mostly clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
6	- Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	- Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	- Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense