



Confidential

MARK SCHEME

ENGLISH LANGUAGE P2

{111/02}

MARKS: 50

Part 1

1. 900 km
2. In the forests high in the mountains
3. Male: 200 kg; female: 110 kg
4. 35 to 40 years
5. they eat fruits and plants
6. spread ... large
7. leopards
8. (i) to make way for mining,
(ii) open up land for farming
(iii) building their homes.
9. (i) for their meat.
(ii) sold to zoos
(iii) kept as pets. **(any two)**
10. They can infect gorillas with diseases and viruses can pass on diseases to gorillas

Part 2

1. Delivered to their homes
buy them in the shops
read them from the library **(any two)**
2. Their content have changed over time
3. On textile material like cotton and linen made from recycled pieces of cloth
4. There was a rise in the number of industries that produced paper
5. They were able to travel easier and faster **(any one)**
They were (then) able to travel to faraway places and get news
6. The price of the paper dropped and getting information from faraway places became easier
7. Printing and publishing (in the 16th century)
8. (i) B
(ii) D
(iii) C
9. A place where people could read news/ a place where newspapers were produced/ a place with a lot of newspaper houses **(award two marks for any appropriate and relevant answer)**
10. For historical purposes/ to get information about the past
11. They provide knowledge on general information
Improve language skills and vocabulary
12. Yes / no with valid points
13. (i) The bear is listed as an endangered animal.

(ii) Ngwane Street is the longest in Manzini.

(iii) Siphso writes meaningless sentences.

(iv) Mary has a collection of expensive dolls.

(v) Nomsa is wearing a sleeveless t-shirt today.

PART 3: DIALOGUE

GENERAL CRITERIA FOR MARKING DIALOGUE

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
5	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: shows independence of thought. Ideas are well developed at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	5	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confidence and wide ranging use of language, idioms and tenses. • Accuracy: no or very few errors. Well-constructed sentences.
4	<p>Affective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	4	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors.
3	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digression. • Development of ideas: Material is satisfactorily developed at appropriate length. 	3	<p>Safe:</p> <ul style="list-style-type: none"> • Style: mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted.
2	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose /or audience. • Development of ideas: Supplies some details and explanation, but the effect is incomplete. 	2	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
0 - 1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of errors. Award 1 mark. • No engagement with the task or any engagement with task is completely hidden by density of errors. Award 0 mark. If task is completely irrelevant, no mark can be given for language. 	0 - 1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of errors in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Award 0 mark.