



EXAMINATIONS COUNCIL OF ESWATINI

CONFIDENTIAL
November 2019

ESWATINI PRIMARY CERTIFICATE
ENGLISH LANGUAGE PAPER 2
MARK SCHEME

MAXIMUM MARK 50

PART 1 : LISTENING COMPREHENSION

TOTAL MARKS [15]

Important note

Half marks should not be awarded as these make the full mark of one (1) when rounded up.

- | | |
|--|-----|
| 1. Sound pollution | [1] |
| 2. Machines and transport | [1] |
| 3. Deafness/ tiredness/ emotional problems (any two) | [2] |
| 4. They will feel happier and healthier | [1] |
| 5. rest (easier) ... quieter | [2] |
| 6. restore ... emotional | [2] |
| 7. in a library | [1] |
| 8. absorb noise | [2] |
| 9. along city streets/ between noisy highways (any one) | [1] |
| 10. Yes / No. Any appropriate response | |
| Yes...include ideas of: deafness, tiredness emotional imbalance | |
| No...include ideas of: already been taken care of, some people
enjoy noise, no noise in the community | |
| Award a mark for yes or no | |
| Award a mark for reason given | [2] |

Total: [15 marks]

PART 2 : READING COMPREHENSION

- | | |
|---|-------------------|
| 1. Did not have steering wheel or pedals | [1] |
| 2. Glide walking | [1] |
| 3. Boneshaker because of the shaky ride it provided | [2] |
| 4. It had a big wheel on the front | [1] |
| 5. (i) hard rubber wheels were filled with air | |
| 6. (i)The mountain bike had flat handle bars whilst the racing bike had lower handles. | |
| (ii) The mountain bicycle had a durable frame whilst the racing bicycle had a lighter frame | [2] |
| 7. (i) messenger – make deliveries | [2] |
| (ii) Security guards – patrol in the area they are guarding | [2] |
| 8. (i) C | [1] |
| (ii) B | [1] |
| 9. (i) always wear a bicycle helmet | |
| (ii) the bicycle should be the right size | |
| (iii) wear brightly coloured clothes | |
| (iv) must have reflectors | |
| (v) service the bicycle regularly | |
| (vi) know the rules of the road/ know hand signals | (any four) |
| 10. Any suitable title | [4] |
| | [2] |

TOTAL MARKS [20]

LANGUAGE USAGE

15. (i) The test was quite difficult. [1]
- (ii) My friends are drifting *away*. [1]
- (iii) The ball has to be hidden *somewhere*. [1]
- (iv) Her fear of flying was *intense*. [1]
- (v) I saw the door *slowly* opening. [1]

Total: [25 marks]

PART 3: DIALOGUE

- This dialogue is free style
- Make sure that the conversation flows
- When marking it use the following marking guide.

**GENERAL CRITERIA FOR MARKING DIALOGUE
TOTAL MARKS [10]**

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
4 – 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. 	4 - 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.
3 – 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. 	3 - 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.
2 – 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. 	2 - 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.
1 – 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. 	1 - 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.