

**Grammar**

Overall Mark: /87

Percentage:

**Q1 Grammar Definitions**

<b>Define:</b>	<b>R</b>	<b>A</b>	<b>G</b>
A verb			
An infinitive			
An adjective			
A noun			
A pronoun			
Conjugation			
Irregular verbs			

**Q2 Conjugating regular verbs**

<b>I can conjugate</b>	<b>R</b>	<b>A</b>	<b>G</b>
-ar verbs in the present tense			
-er verbs in the present tense			
-ir verbs in the present tense			

**Q3 Irregular verbs**

<b>I can</b>	<b>R</b>	<b>A</b>	<b>G</b>
Conjugate irregular verbs			

**Q4 Translation**

<b>I can</b>	<b>R</b>	<b>A</b>	<b>G</b>
Translate simple sentences in the present tense			

<b>WWW</b>	<b>EBI</b>

**Writing**

Overall Mark: /16

Grade:

**Q1 90 WORD WRITING TASK – HIGHER PAPER****Content:**

Mark	Communication
9-10	A <b>very good</b> response covering all aspects of the task. Communication is clear, and a lot of information is conveyed. Opinions are expressed.
7-8	A <b>good</b> response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5-6	A <b>reasonable</b> response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3-4	A <b>basic</b> response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1-2	A <b>limited</b> response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	No evidence of relevant content.

**Quality of language:**

Mark	Communication
5-6	A <b>variety of appropriate vocabulary</b> is used. <b>Complex structures and sentences are attempted</b> . There are references to <b>three times frames</b> , which are largely successful. <b>Errors</b> are mainly <b>minor</b> . Some <b>more serious errors may occur</b> , particularly in complex structures and sentences, but the <b>intended meaning is nearly always clear</b> . The <b>style and register are appropriate</b> .
3-4	<b>Some variety of appropriate vocabulary</b> is used. There may be some <b>attempt at complex structures and sentences</b> . There are references to at least <b>two different time frames</b> , although these may not always be successful. There may be <b>some major errors</b> , and <b>more frequent minor errors</b> , but overall the response is <b>more accurate than inaccurate</b> , and the intended meaning is usually clear. The <b>style and register may not always be appropriate</b> .
1-2	The range of language may be <b>narrow, repetitive</b> and/or <b>inappropriate</b> to the needs of the task. <b>Sentences are mainly short and simple</b> or may not be properly constructed. There may be <b>frequent major and minor errors</b> . <b>Little or no awareness of style and register</b> .
0	No evidence of quality of language.



<b>WWW</b>	<b>EBI</b>