

I. LISTENING 20 %		II. READING 20 %	III. USE OF ENGLISH 20 %		
PART A (6X1=6)	PART B (7X2=14)	2 PTS EACH	PART A (0.5X10=5)	PART B (1X10=10)	PART C (1X5=5)
<p>1. D</p> <p>2. A</p> <p>3. Ship sank or it came apart <b>(Don't deduct point for wrong spelling)</b></p> <p>4. C</p> <p>5. B</p> <p>6. C</p>	<p>1. C</p> <p>2. A</p> <p>3. <b>2 of them.</b></p> <ul style="list-style-type: none"> <li>• irrational response</li> <li>• continue for a long time</li> <li>• strong (difficult) to control</li> </ul> <p>4. <b>Cyno / Hypno (1 pt. each)</b> <b>(NO POINT for wrong spelling)</b></p> <p>5. B</p> <p>6. A</p> <p>7. B</p>	<p>1. B</p> <p>2. B</p> <p>3. C</p> <p>4. A</p> <p>5. D</p> <p>6. A</p> <p>7. D</p> <p>8. C</p> <p>9. B</p> <p>10. failing to comprehend the message being conveyed to them and not being able to deliver precise and eloquent response. (paraphrase)</p>	<p>1. B</p> <p>2. C</p> <p>3. D</p> <p>4. C</p> <p>5. A</p> <p>6. B</p> <p>7. D</p> <p>8. B</p> <p>9. C</p> <p>10.A</p>	<p>1. A</p> <p>2. D</p> <p>3. A</p> <p>4. C</p> <p>5. B</p> <p>6. C</p> <p>7. D</p> <p>8. A</p> <p>9. D</p> <p>10.A</p>	<p>1. A</p> <p>2. D</p> <p>3. D</p> <p>4. C</p> <p>5. B</p>

IV. WRITING 20 %

V. SPEAKING 20 %

### ESSAY WRITING - ASSESSMENT CRITERIA

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Score</b>
<b>Content</b> (Relevancy)	No relevancy to the topic.	Insufficient research on the task and the content is somewhat irrelevant.	Insufficient research on the task yet the content is still relevant.	Sufficient research on the task leads to mostly relevant content.	Detailed research on the task leads to relevant content.	
<b>Organization</b> (Essay Format, Word Count)	No attempt to organize the writing.	Major problems with organization and / or is incomplete.	Generally organized yet not thoroughly developed.	Adequately organized and developed with minor problems.	Maturely organized and developed - sufficient main points and supporting details.	
<b>Grammar</b> (Major Grammar Mistakes)	Fails to use target grammar structures.	Numerous errors in the target grammar structures.	Target grammar structures used yet with considerable errors.	Target grammar structures used mostly accurately.	Target grammar structures used with high degree of accuracy.	
<b>Vocabulary</b> (Target Vocabulary)	Fails to use the target vocabulary items	Very limited target vocabulary items used and mostly inappropriately.	Limited number of target vocabulary items used.	Target vocabulary items used mostly appropriately.	Target vocabulary items used frequently and accurately.	
Student writes nothing or fails to answer the question.	<b>0 (Zero)</b>					_____ / 20