**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

**KEJSEA 2025**

**GRADE 9**

**901/1- ENGLISH LANGUAGE (GRAMMAR)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Duration:** 2 HOURS  
**Total Marks:** 50

**FOR FACILITATORS USE ONLY**

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| --- | --- | --- | --- | --- |
| SCORE RANGE | 40-50 | 30-39 | 16-29 | 0-15 |
| LEVEL | EXCEEDING EXPECTATION | MEETING EXPECTATION | APPROACHING EXPECTATION | BELOW EXPECTATION |
| LEARNER’S SCORE |  |  |  |  |
| TICK LEVEL |  |  |  |  |

**Instructions:**

1. Answer all questions.
2. For Multiple Choice Questions , circle the letter of the correct answer.
3. For structured questions, write your answers in the spaces provided.
4. Use clear, legible handwriting.

**TURN OVER**

**Section A: Multiple Choice Questions (10 marks)**

**1. Which of the following is an example of a metaphor?**

A) He was as fast as a cheetah.

B) The room was a furnace.

C) She sang like an angel.

D) The wind howled through the trees.

**2. Which of the following sentences is grammatically correct?**

A) She can sings well.

B) They has been waiting for an hour.

C) He works hard every day.

D) The children was excited.

**3. What is the meaning of the word "ephemeral"?**

A) Lasting forever

B) Lasting for a short time

C) Unpredictable

D) Obsolete

**4. Which of the following is a synonym for the word "benevolent"?**

A) Malicious

B) Kind-hearted

C) Angry

D) Vengeful

**5. Identify the figure of speech in the sentence: "Time is a thief."**

A) Simile

B) Personification

C) Hyperbole

D) Metaphor

**6. Which one of the following sentences is in the passive voice?**

A) The teacher explained the lesson.

B) The book was read by the learner.

C) She is reading the book.

D) They will finish the project tomorrow.

**7. In the poem "I Wandered Lonely as a Cloud," what does the poet compare himself to?**

A) A star

B) A cloud

C) A river

D) A leaf

**8. What is the tone of the story "The Gift of the Magi" by O. Henry?**

A) Humorous

B) Tragic

C) Ironical

D) Joyful

**9. Which of the following is the correct plural form of the word "child"?**

A) Childs

B) Children

C) Childes

D) Childrens

**10. Choose the correct form of the verb: "I \_\_\_ going to the park later."**

A) am

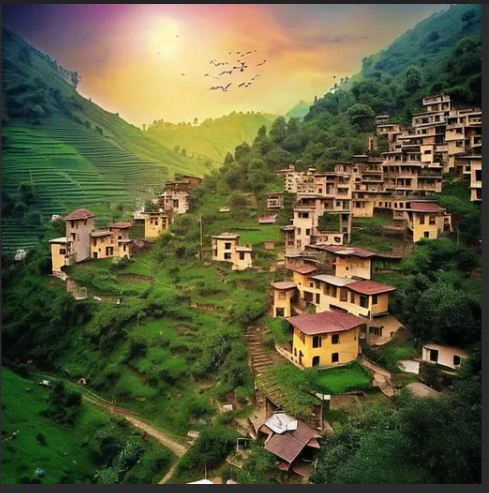
B) is

C) are

D) be

**Section B: Comprehension (25 marks)**

**Read the following passage and answer the questions that follow:**



***Passage:***

*"The sun was setting, casting a golden glow over the town. The streets were quiet, and the soft rustling of leaves could be heard in the distance. A few people walked leisurely along the sidewalk, enjoying the cool evening breeze. In the distance, children were playing, their laughter filling the air as the sun dipped below the horizon."*

**Questions:**

1. **What time of day is being described in the passage? (4 marks)**

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1. **Describe the mood created by the writer in the passage. (4 marks)**

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1. **What is the effect of the golden glow described in the passage? (4 marks)**

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1. **What figure of speech is used in the phrase "their laughter filling the air"? (4 marks)**

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1. **How does the description of the children in the distance contribute to the overall atmosphere of the passage? (4 marks)**

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**Section C: Grammar and Vocabulary (10 marks)**

**1. Fill in the blanks with the correct form of the verb in parentheses: (5 marks)**

a) She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to the library every Saturday.  
b) The teacher \_\_\_\_\_\_\_\_\_\_\_ (teach) us English at the moment.  
c) If he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (study) harder, he would pass the exam.  
d) By this time tomorrow, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (finish) my project.  
e) They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not attend) the meeting last week.

**2. Rewrite the following sentence in the passive voice: (4 marks)**  
"The chef prepared a delicious meal for the guests."

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Choose the correct preposition to complete the sentence: (1 mark)**

* I will meet you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bus stop.  
  A) on  
  B) at  
  C) by  
  D) in

**Section D: Composition (20 marks)**

**Write a composition of 200-250 words on one of the following areas:**

1. **The Importance of Reading in Our Daily Lives.**
2. **A Memorable Day in My Life.**
3. **The Impact of Social Media on Teenagers.**

*Make sure to organize your composition into clear paragraphs with an introduction, body, and conclusion.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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**MARKING SCHEME**

**Section A: Multiple Choice Questions (MCQs)**

1. **Which of the following is an example of a metaphor?**
   * **B) The room was a furnace.**
2. **Which of the following sentences is grammatically correct?**
   * **C) He works hard every day.**
3. **What is the meaning of the word "ephemeral"?**
   * **B) Lasting for a short time**
4. **Which of the following is a synonym for the word "benevolent"?**
   * **B) Kind-hearted**
5. **Identify the figure of speech in the sentence: "Time is a thief."**
   * **D) Metaphor**
6. **Which one of the following sentences is in the passive voice?**
   * **B) The book was read by the learner.**
7. **In the poem "I Wandered Lonely as a Cloud," what does the poet compare himself to?**
   * **B) A cloud**
8. **What is the tone of the story "The Gift of the Magi" by O. Henry?**
   * **C) Ironical**
9. **Which of the following is the correct plural form of the word "child"?**
   * **B) Children**
10. **Choose the correct form of the verb: "I \_\_\_ going to the park later."**

* **A) am**

**Section B: Comprehension (15 marks)**

**Passage:**

*"The sun was setting, casting a golden glow over the town. The streets were quiet, and the soft rustling of leaves could be heard in the distance. A few people walked leisurely along the sidewalk, enjoying the cool evening breeze. In the distance, children were playing, their laughter filling the air as the sun dipped below the horizon."*

**1. What time of day is being described in the passage? (2 marks)**

* **Answer:** The time of day described is **sunset** or **evening**, as indicated by "The sun was setting."

**2. Describe the mood created by the writer in the passage. (3 marks)**

* **Answer:** The mood is **peaceful** and **serene**. The quiet streets, the soft rustling of leaves, and the laughter of children contribute to a calm and relaxing atmosphere.

**3. What is the effect of the golden glow described in the passage? (2 marks)**

* **Answer:** The golden glow creates a **warm and tranquil feeling**, adding to the peaceful setting of the evening.

**4. What figure of speech is used in the phrase "their laughter filling the air"? (2 marks)**

* **Answer:** The figure of speech is **personification**, as laughter (an abstract concept) is described as "filling the air," giving it human-like qualities.

**5. How does the description of the children in the distance contribute to the overall atmosphere of the passage? (3 marks)**

* **Answer:** The description of the children playing adds a **joyful** and **lively** element to the otherwise calm and peaceful scene, suggesting that even in a tranquil moment, life continues with happiness and energy.

**Section C: Grammar and Vocabulary (10 marks)**

**1. Fill in the blanks with the correct form of the verb in parentheses:**

a) She **goes** (go) to the library every Saturday.  
b) The teacher **is teaching** (teach) us English at the moment.  
c) If he **studied** (study) harder, he would pass the exam.  
d) By this time tomorrow, I **will have finished** (finish) my project.  
e) They **did not attend** (not attend) the meeting last week.

**2. Rewrite the following sentence in the passive voice:**

* **Answer:** "A delicious meal was prepared by the chef for the guests."

**3. Choose the correct preposition to complete the sentence:**

* I will meet you **at** the bus stop.
  + **Answer:** B) at

**Section D: Composition (15 marks)**

Since composition is subjective, I'll provide a brief outline for

**Topic 1: "The Importance of Reading in Our Daily Lives"**:

**Introduction:**

* Briefly introduce the importance of reading in life.
* State the benefits of reading, such as knowledge and personal growth.

**Body Paragraphs:**

* **First paragraph:** Discuss how reading enhances knowledge and helps learners improve academically.
* **Second paragraph:** Explain how reading fosters creativity and imagination.
* **Third paragraph:** Highlight the role of reading in improving language skills, including vocabulary and grammar.

**Conclusion:**

* Summarize the key points and stress the importance of making reading a habit.
* End with a call to action: encourage others to read more regularly.

**RUBRICS**

**1. Multiple Choice Questions (MCQs) (10 marks)**

| **Criteria** | **Level 1 (0-3)** | **Level 2 (4-6)** | **Level 3 (7-8)** | **Level 4 (9-10)** |
| --- | --- | --- | --- | --- |
| **Correctness** | 0-3 correct answers | 4-6 correct answers | 7-8 correct answers | 9-10 correct answers |
| **Marks** | 0–3 marks | 4–6 marks | 7–8 marks | 9–10 marks |

**Comments:** The MCQs test knowledge of vocabulary, grammar, and literary devices. Full marks are awarded for all correct answers.

**2. Comprehension (20 marks)**

| **Criteria** | **Level 1 (0-5)** | **Level 2 (6-10)** | **Level 3 (11-13)** | **Level 4 (14-15)** |
| --- | --- | --- | --- | --- |
| **Understanding of the Passage** | Limited or incorrect understanding of the passage. | Partial understanding with some correct points. | Good understanding with most points correctly identified. | Full comprehension, clear and thorough understanding. |
| **Explanation and Analysis** | Weak analysis, no clear explanation. | Basic explanation but lacks depth. | Clear and relevant explanation, mostly supported by the text. | Detailed and insightful analysis, excellently supported by text evidence. |
| **Marks** | 0–5 marks | 6–10 marks | 11–13 marks | 14–15 marks |

**Comments:** Evaluate how well the learner understands the passage, analyzes the content, and provides detailed explanations.

**3. Grammar and Vocabulary (10 marks)**

| **Criteria** | **Level 1 (0-3)** | **Level 2 (4-6)** | **Level 3 (7-8)** | **Level 4 (9-10)** |
| --- | --- | --- | --- | --- |
| **Grammar Usage** | Several errors in grammar and sentence structure. | Some errors but mostly correct grammar. | Few errors, mostly correct usage of grammar. | Virtually no grammatical errors, excellent structure. |
| **Vocabulary Usage** | Limited vocabulary, many errors. | Adequate vocabulary but with some mistakes. | Good vocabulary with only minor errors. | Rich and varied vocabulary, appropriate for the context. |
| **Marks** | 0–3 marks | 4–6 marks | 7–8 marks | 9–10 marks |

**Comments:** Focus on sentence structure, correct use of verb forms, prepositions, and overall vocabulary.

**4. Composition (20 marks)**

| **Criteria** | **Level 1 (0-5)** | **Level 2 (6-10)** | **Level 3 (11-13)** | **Level 4 (14-15)** |
| --- | --- | --- | --- | --- |
| **Content and Ideas** | Limited development, unclear ideas, irrelevant content. | Basic content, some ideas lack development or relevance. | Well-developed ideas, most points clear and relevant. | Highly developed, well-supported, and relevant ideas throughout. |
| **Organization and Structure** | Disorganized, difficult to follow, lacks clear introduction and conclusion. | Basic organization but may lack clarity in some parts. | Clear and logical structure with an introduction, body, and conclusion. | Perfectly organized with clear structure and smooth transitions. |
| **Language and Expression** | Poor language, unclear expression, many errors. | Basic language, mostly clear expression with some errors. | Clear and concise language with few errors. | Excellent language, engaging and clear expression with no errors. |
| **Creativity and Relevance** | Lacks creativity, does not fully address the topic. | Some creativity, but lacks depth or originality. | Creative and relevant, with interesting ideas. | Highly creative, original, and insightful, fully addressing the topic. |
| **Marks** | 0–5 marks | 6–10 marks | 11–13 marks | 14–15 marks |

**Comments:** Evaluate how well the learner develops ideas, organizes their composition, uses language appropriately, and maintains creativity and relevance.

**Total Marks Breakdown:**

| **Section** | **Marks** |
| --- | --- |
| **Multiple Choice Questions** | 10 marks |
| **Comprehension** | 15 marks |
| **Grammar and Vocabulary** | 10 marks |
| **Composition** | 15 marks |
| **Total** | 50 marks |

This rubric allows for a comprehensive assessment of the learner's performance in all areas tested in the assessment: **knowledge**, **understanding**, **writing skills, attitude**, and **language use**. Each section is graded with a clear breakdown of how the learner is performing in relation to the criteria, which ensures that all aspects of the curriculum are covered.

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