

Section 1

TASK 1: SPELLING

Directions:

- Award one (1) mark for the correct spelling of the word and one (1) mark for circling.
- If word is spelt correctly without circling award two (2) marks.
- If word is spelt correctly but in the incorrect box award two (2) marks.
- If more than one word is circled in a line but the spelling of the appropriate word is attempted award appropriate marks.

1. adventurous
2. environment
3. region
4. compliments
5. accommodation
6. rhythmic

TASK 2: PUNCTUATION and CAPITALISATION

Directions:

- Award one (1) mark for the insertion of the correct punctuation mark or the correct capital letter.
- Do NOT award any marks if there are more than one insertion in a line.

7. Exclamation- Wow! or "Wow!"
8. Comma- nightlife,
9. Open quotes- "The Lonely..."
10. Apostrophe s- tourist's and Tobago's
11. Capital letter- Nylon or Nylon
12. Colon- following: music, dance and food

TASK 3: GRAMMAR

Directions:

- Award one (1) mark for the corrected grammar and one (1) mark for circling.
- If the grammar is corrected without circling, award two (2) marks.

13. frequent – frequently (Adverb)
14. come – comes (Subject-Verb Agreement / Concord) or comes/came
15. but – and or which (Conjunction)
16. rule – ruled (Past Tense)
17. volcano – volcanic (Adjective)
18. its – their (Pronouns)

18. Based on the passage, name two ways in which diseases can be spread to our food.

Process: **Literal**

Objective: **Identify main idea from text**

2 mks - Complete understanding:

The response indicates **both** the use of unclean water and improper storage of foods (which can be accessed by rats).

Examples:

- Through use of unclean water to cook food
- By storing foods where rats can get to it or by not storing foods appropriately
- If we don't wash our hands thoroughly before preparing food
- Damaged packaging e.g. cans
- When we do not wash fruits which have germs on them

1 mk- Partial Understanding:

The response identifies **only one** way in which diseases can be spread.

0 mks- No Understanding:

The response does **not describe any of the ways** above. It may include the following responses:

- By letting flies buzz on it
- By leaving it out
- Open packages in our foods
- Defrosted meat
- Cholera
- Salmonella
- If there is a hole

20. Why do you think the words "buy cold food last" (line 5) are all in bold letters?

Process: **Evaluation and Appreciation**

Objective: **Understand that texts have purposes and are written for audiences**

2 mks- Complete understanding:

The overall aim is for **emphasis or importance** (i) to emphasize/show importance of following/heeding the advice given following the instruction OR (ii) to emphasize/show the importance of the words/pay attention to the words/ highlight the words for the reader.

Examples of responses:

- To get your attention and also so that you can remember it
- It is an action we need to take in order to stay healthy
- The author wanted to grasp the reader's attention
- To emphasize and catch the reader's attention
- To let people know that it should be taken on as advice

1 mk- Partial Understanding:

The student provides **only one** of the responses with minimal information/ no elaboration:

- It is very important
- To emphasize
- For emphasis

0 mks- No Understanding:

The response does **not describe any of the ways** above. It may include the following responses:

- So that the fish and other poultry would not thaw out
- The cold stuff makes it last
- Because bacteria begin to grow in the food
- So that they would not dry out
- When you buy cold food it will last very long

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21. According to the passage, suggest two reasons why a refrigerator is important in a home?

Process: **Inferential**

Objective: **Explain cause and effect relationships in texts**

2 mks- Complete understanding:

The response includes ANY two: for storage of foods, to keep foods frozen and to prevent foods from spoiling/rotting.

Examples:

- And it stores things you buy in the grocery
- So it can keep your foods/goods cold
- So that bacteria won't grow on foods/Help foods stay bacteria free
- To put raw meat
- It lengthens the time of the food before it thaws
- To keep your goods/foods from spoiling
- We can put all cold things in the refrigerator

1 mk- Partial Understanding

The response provides only one of the responses above.

0 mks- No Understanding:

- One way is if you cook, it will be good for three days
- If you don't want the juice to drip from raw meat
- To keep insects such as flies away from your food
- To freeze bacteria
- It will always last
- To keep foods safe to eat for longer

NOTE TO SCORERS: Both responses may be expressed in the same sentence.

22. What are the health benefits of storing packages of raw meat and fish on plates in the refrigerator?

Use the passage for your answer.

Process: **Inferential**

Objective: **Demonstrate an understanding of supporting details and show their relationship within text**

3 mks- Extensive Understanding:

A complete response would include food safety- preventing juices from meats coming into contact with other foods which would cause contamination and make persons ill, if the food is eaten.

The response for extensive understanding should include a combination of all three below:

1. Bacteria and germs will not grow /or contaminate other foods and so prevent illness
2. Juices from thawed meats will not come in contact with other foods and spoil them
3. It will prevent us from harm /It will keep our food safe for eating

Example:

- The health benefit is that you have less likely chance of getting food poisoning

2 mks- Satisfactory Understanding:

The response for satisfactory understanding should include a combination of ANY two from above.

Example:

- To keep us safe by preventing juices from leaking onto other items, because if the refrigerated items have germs it might contaminate food and make us sick.
- Their juices would not drip on other foods and get us sick (implied that the other foods have been contaminated)

1 mks- Minimal Understanding:

The response for minimal understanding includes ANY one from above.

Example:

- So that their juices would not drip on other

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because the juice from the meat can mix into other foods causing it to give you food poisoning.

- Their juices would not drip on other foods and get us sick (implied that the other foods have been contaminated)

food.

- To kill the germs and bacteria from the product.

0 mks- No Understanding

The student may include safety in the response but it is not related to the dripping of juice onto other products.

Example:

- So that the meat does not rot and get you sick.
- To kill the germs and bacteria from the product.

23. Give two ways in which you can make sure that packaged food is of high quality.

Process: **Inferential**

Objective: **Demonstrate an understanding of supporting details and show their relationship within text**

2 mks- Complete understanding:

The response identifies two ways in which packaged food is of a high quality listed below.

1. Foods, if frozen, should be rock solid
2. Cans should not be damaged
3. Check labels for expiry dates
4. Read nutrition information to see what it contains

NOTE TO SCORERS: Both responses can be expressed in the same sentence.

1 mk- Partial Understanding:

The response identifies one way in which packaged food is of a high quality listed above.

0 mks- No Understanding:

The response does not describe any of the ways listed above. It may include a vague or circular description of the original question.

Example:

- Put it in the refrigerator.
- Tasting or sampling the food
- Ask someone or check online about the product

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24. Find the following caption shown in the passage.
Why should you not purchase this item? Give two reasons for your answer.

Process: **Inferential**

Objective: **Demonstrate an understanding of supporting details and show their relationship within text.**

2 mks- Complete understanding:

The response includes both the damaged can and the expired food item.

1. The can is damaged.
2. The item is expired/date has gone/out of date.

NOTE TO SCORERS: Both responses can be expressed in the same sentence.

1 mk- Partial Understanding:

The response identifies **ONLY** one from above. Other information may be provided, once it is not contradictory, award the mark.

Example:

- Because it is expired and all the nutrients will be lost and it's not good.
- Bacteria could have gotten into the food because the can is dented

0 mks- No Understanding:

The response does not describe any of the ways listed above. It may include a vague or circular description of the original question.

Example:

- The barrier is broken
- It was not frozen
- Not good
- Not safe to eat the food
- We can be poisoned if we eat it
- The can is broken/burst

25. What is the meaning of the word "transmission" in line 19 of the passage?

Process: **Literal**

Objective: **Determine the contextual meaning of words and phrases in factual texts**

1 mk- Acceptable responses:

The response includes any of the following below:

- To spread
- To share/sharing
- To distribute/distribution
- Movement/transferred
- From one to another

0 mks- Unacceptable responses:

The following responses are unacceptable:

- To enter
- Break the coming of germs
- Bacteria
- Destroy
- Pathogens
- Exchange
- Give off
- Passing off
- Passage

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26. Select one word from the passage that means the same as 'pathogens'.

Process: **Literal**

Objective: **Determine the contextual meaning of words and phrases in factual texts**

1 mk- Acceptable response:

The response includes *germs*, the alternative word indicated by the use of the word 'or'. Other acceptable words include: disease(s), bacteria.

0 mks- Unacceptable response:

The following responses are unacceptable:

- Health
- Food safety

27. Suggest two things that can happen if you continue to use kitchen towels and cloths that are not washed often.

Process: **Inferential**

Objective: **Identify supporting details from the text**

2 mks- Complete understanding:

The response identifies two of the things below that can happen:

1. Germs will spread everywhere in the kitchen.
2. You might become ill/sick /get cholera.
3. Bacteria can live in towels/bacteria build-up/bacteria growth.

NOTE TO SCORERS: Both responses can be expressed in the same sentence.

1 mk- Partial Understanding:

The response includes only one of the above.

0 mks- No Understanding:

The response does not describe any of the ways listed above. It may include a vague or circular description of the original question.

Example:

- It would make the job difficult the next time.
- Insects on the cloth

28. What do you think is the purpose of this passage?

Use the details in the passage to explain your answer.

Process: **Inferential**

Objective: **Explain the purpose of selected media texts.**

3 mks- Extensive understanding:

The response includes informing/warning persons about food safety, shopping for food and preparing food.

Examples:

- To warn people and help us about food safety, shopping for food and preparing food.
- To inform us about how and why we should always be careful when buying, storing and cooking our food.
- To inform families of food safety, stuff to be careful of when shopping for food and tips for preparing your food safe and

1 - Minimal understanding

The response does not mention inform or other similar words explicitly. However, it mentions at least two of ANY of the following: food safety, shopping for food, preparing food.

OR

The response mentions inform or other similar words explicitly with only one of the following:

food safety, shopping for food, preparing food.

Examples:

- To warn about the dangers of products because it tells you that you must wash your hands before preparing food.

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washing up after.

2 mks– Satisfactory understanding:

The response contains at least the idea of informing persons (**explicitly stated**) along with ANY two other aspects: food safety, shopping for food, preparing food.

Examples:

- To *inform* us how to keep our *food safe* from germs and bacteria and to *prepare our food*.
- To *inform* us about *food, cooking* and cleaning hazards.
- For us and other people to be more *aware* of the *food we eat* and *buy*.

- To know how to handle bacteria from in their product and how to be bacteria free.
- To learn the pros and cons or strategy in cooking food items, so no bacteria could infect you or others.
- For safety of food and kitchen cloths and towels and cold food (preparation of food).
- To prevent diseases and stay healthy.

0 – Unsatisfactory understanding

- To watch what you are eating and what to do.
- To save people from this nation and other countries from getting ill.

Section 2

29. Give two words or phrases that appeal to the sense of hearing.

Process: **Literal**

Objective: **Identify words/language used to appeal to the senses.**

2 - Complete Understanding

The response identifies two words or phrases that appeal to the sense of hearing.

- howls, clatter, clang, bang, shout, deafens, noise
- wind howls, sheets clatter and clang, shut with a bang, noise that deafens, steadily pours the rain, children shout

NOTE TO SCORERS: Both responses can be expressed in the same sentence. Students may use the entire line from the poem.

1 - Partial Understanding

Only one of the elements/words/phrases above is mentioned.

0 - No Understanding

The response does not include any aspect of the text asked for in the question.

- Trees sway

30. Identify the mood in stanza one (1) and give one example to support your answer.

Mood: _____

Example from stanza: _____

Process: **Evaluation and Appreciation**

Objective: **Explore the mood of a literary piece**

2 - Complete Understanding

The response demonstrates a complete understanding of all the elements of the question. The student identifies an appropriate mood and this is supported by details from the poem pertaining to **Stanza 1 only**.

Examples of possible moods:

- threatening, excitement, fear, anxiety, surprise, terror, scary, scared, frightening, frightened, gloomy, worried, a very fearsome mood

Examples from the poem:

- The loose house tops sheets clatter and clang
- The loose house tops sheet clatter and clang
- The sky makes night of day
- The wind howls

1 - Partial Understanding

The response **ONLY** includes the identification of a text-based mood. No example given.

0 - No Understanding

The response does not include an appropriate mood and/or simply identifies a line in the first stanza. The student may identify a mood but use evidence other than stanza 1.

Examples of possible moods:

- Quiet and still, Cold, rainy, dark and gloom, Peaceful, Deserted, Happy

Examples from the poem:

- And nought that can move is still.
- The open window shuts with a bang,
- The sky makes night of day
- The wind howls the trees sway
- The wind cries and the lightning flies
- The children want to bathe in the rain

31. 'And the sky makes night of day' (line 4).

What does this line tell the reader?

Process: **Inferential**

Objective: Use context-clues (word structure clues, definition clues) and background knowledge to determine the meaning of words or phrases

1 - Acceptable understanding

The response indicates that the storm clouds/storm has reduced the level of daytime visibility so it appears to be like at night.

Examples:

- Despite being daylight, the sky becomes dark like night
- There's a lot of cloud cover so it is dark, but it is still daylight
- It is very dark, but still daylight
- It is very dark
- The sky was very even though it was day
- The sky is as dark as night
- It is still day, but the sky is dark (very dark)
- The sky turns dark/ the sky is dark
- The sky is turning dark/ the sky was turning dark
- It is overcast

0 - Unacceptable response

The response does not demonstrate understanding of the aspect of the text asked for. The ideas expressed are too vague or assume a literal understanding.

Examples:

- Tells the reader it is raining.
- It is getting dark (onset of night) and it is time to sleep.
- It tells the reader that the moon turn night of day.
- It tells the reader it is evening/night is coming.
- The clouds have gone dark

32. Why were the parents described as 'Burdened with a thousand minor cares' (line 6)?

Process: **Evaluation and Appreciation**

Objective: Make judgements on the behaviour of characters.

1 - Acceptable understanding

The response includes an understanding that the storm was coming and they were fearful for the safety of their homes and children.

Example:

- They had to ensure everyone and everything was safe.
- They were scared of what the storm would do.
- Their children were out/missing and the storm was coming.
- There were many things to be done/they were preparing for the storm/.
- They were worried about their children.

0 - Unacceptable response

The response does not demonstrate understanding of the aspect of the text asked for. Responses include ideas that are too vague or they paraphrased a line from the poem.

Example:

- The sky made night of day.
- They were worried.
- Refrain their houses
- A lot on their mind
- Because of a bright flash by the storm.
- Because the mirror could break.
- They have a thousand things to take care of

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33. Identify two examples of personification in the poem.

Process: **Literal**

Objective: **Identify figures of speech in literary texts (simile, metaphor, personification)**

2 - Complete Understanding

The response includes a complete understanding of the text addressed in the question. Students were able to identify human qualities being assigned to non-human objects. Any two responses below are appropriate:

- 'The wind howls'-Stanza 1
- 'the trees sway'-Stanza 1
- '...the raging wind'- Stanza 3
- Approach of the rain
- The noise gathers
- Noise that deafens

1 - Partial Understanding

The response includes only one aspect mentioned above.

0 - No Understanding

The response indicates that the student is unaware of the literary element.

- The house tops clatter and clang
- The open windows shut with a bang
- Where have you been you naughty boy?
- A lighted plain

NOTE TO SCORERS: Students may also identify the line.

34. Parents and children have different feelings about the storm.

Complete the table below to show these differences.

Process: **Evaluation and Appreciation**

Objective: **Judge the nature of characters with supporting evidence**

3- Extensive Understanding

The response provides a comprehensive understanding of all aspects of the text addressed in the question.

- Children- happy
The child feels nothing but joy.
... as children shout to rival the raging wind
- Parents- anxious
And where on earth's is my son?
Where have you been, you naughty boy.
Burdened with a thousand minor cares,
In a frenzy the parent run,
Could not control the children
Hey you there! Pack the household wares
(children would not listen)

2 - Satisfactory understanding

The response includes at least one response from the children and one from the parents. OR both responses may come from the parents. Any two of the above would suffice

1 - Minimal Understanding

The response includes limited information to the text response identified in the question. In this instance, only one aspect of the above information is supplied.

0 - Unsatisfactory Understanding

The ideas presented are too vague or inappropriate.

- For their household wares.
- Pack the household wares
- To rival the raging wind without.
- They want the place to cool down

35. Explain what is suggested by, 'The streets clear, the houses fill' (line 13).

Process: **Inferential**

Objective: **Draw conclusion (about characters, setting and events) based on evidence provided in literary text.**

3 - Extensive understanding

The response includes a complete understanding of the clearing of the streets by persons, their subsequent occupancy of homes because of the approaching storm or bad weather.

- Everyone went inside as the storm came, and the streets were empty.
- People were so scared of the storm that they quickly cleared the streets and went in their houses.
- People are looking for shelter to not be outside due to the rainfall.
- The neighbourhood was preparing for a storm and they would have to seek shelter.
- Everyone is inside because of the weather. (implied understanding that they have moved from the streets into their houses)

2 - Satisfactory understanding

The response does not include the storm as a factor influencing the movement of persons from the streets to their homes.

- Everyone was getting off the streets and safely into their homes.
- The streets were clear with no one and houses were filled with people.

1 - Minimal understanding

The response **ONLY** includes one aspect of the text addressed in the question.

- Everyone went for shelter.
- Everyone was inside.
- The storm is coming.

0 - Unsatisfactory understanding

The response does not demonstrate understanding of the aspect of the text asked for. The ideas expressed are too vague or assume a literal understanding. In some instances the information supplied may be contradictory.

- Is to fill up with a lot of water
- The children are finished playing
- The rain was so heavy and the storm was extremely bad, the houses started to overflow.

36. According to the poem, identify one word from stanza four (4) which means the same as 'nothing'.

Process: **Literal**

Objective: **Retrieve information that is stated explicitly.**

1 - Acceptable understanding

The response provides the word:

- Nought

0 - Unacceptable understanding

The response does not provide the key word and may simply identify other words from the text.

- Without
- Move is still
- Clear
- Joy

37. List the two (2) sources of noise mentioned in stanza 4.

Process: **Inferential**

Objective: Use context-clues (word structure clues, definition clues) and background knowledge to determine the meaning of words or phrases.

2 - Complete understanding

The response provides two sources of noise from the fourth stanza:

- (i) The children
- (ii) The wind
- (iii) The storm

NOTE TO SCORERS: Extraneous material may be included with the correct response, credit students once the information is not contradictory.

1- Partial understanding

The response provides one source of related noise listed above.

0 - No Comprehension

The response may include information from other stanzas. Or may include the sound but not the source.

- The trees sway
- The windows shut and bang
- The loose house
- Howl, bang, shout, running, loud, soft
- The rain

38. In your own words, describe what happens in stanza 5.

Process: **Inferential**

Objective: Use context-clues (word structure clues, definition clues) and background knowledge to determine the meaning of words or phrases.

3 - Extensive Understanding

The response includes three-related aspects of stanza 5:

- (i) there is lightning and thunder
- (ii) the sky is now dark/no longer blue
- (iii) it begins to rain - the storm has arrived

2 - Satisfactory understanding

The response includes any two of the four aspects mentioned above.

- The storm begins to strike - there was thunder and rain.
- The storm begins to rage
- Lightning burst into the sky and it started raining

1 - Minimal understanding

The response includes any two of the three aspects mentioned above

- The storm finally arrives.
- Lightning flashed and there was thunder.
- The storm continues (steadily pours the rain)

0 - Unsatisfactory understanding

The response includes vague information, information from other areas of the text or simply reproduces the stanza.

- They were preparing for the storm to happen.
- The parents were burdened.
- The storm had stopped and the sun started to shine through the clouds.
- The rain stopped and everything was back to normal.

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TASK 6: Graphic- 5th Annual Disaster Awareness Day

Section 2

39. Using the details on the poster, fill in the information below.

How often is the Disaster Awareness Day held? _____

Where is it held? _____

Process: **Literal**

Objective: **Identify overt messages in selected media texts based on elements of design.**

2 - Complete understanding

The response includes both the frequency and the location of the Disaster Awareness Day.

- Once a year, every year
- At Greenfield Mall

1 - Partial understanding

The response identifies only ONE of the elements: how often and where.

0 - No understanding

The response does not provide an accurate response to the text included in the question.

- Every two years
- August
- It is often held on Saturday

40. Give two reasons why illustrations are used in the poster.

Process: **Inferential**

Objective: **Explain the purpose of selected media texts**

2 - Complete Understanding

The response includes two reasons for the use of illustrations:

- To make the poster more appealing/capture/attract the reader's attention/interest
- To give a visual representation for the words
- For readers/audience to better understand the message
- For less dependence on words to spread the message
- Demonstrate/represent what is going to take place
- To assist persons who may not be able to read (words) properly
- For emphasis
- To encourage attendance

1 - Partial understanding

The response only identifies ONE of the reasons above.

0 - No understanding

The response does not include any reason for the use of the illustrations. May include vague or circular responses contained in the poster itself.

- For other people
- For safety
- Demonstrations
- For people to come
- To say how often and where
- For decorations

41. Give one purpose of the poster.

Use one example from the poster to support your answer.

Process: **Inferential**

Objective: **Explain the purpose of selected media texts.**

2- Complete Understanding

The response includes the identification of an appropriate purpose accompanied by one example of supporting detail.

- To inform about all the activities that will take place on the day.
- To inform readers about safety practices.
- To persuade persons to attend the event.
- To advertise the event.

Supporting details should include aspects from the poster.

Examples of answers:

- To raise disaster awareness: earthquake safety, how to build an emergency kit.
- Prepare for a disaster: earthquake safety, T&TEC Safety, how to build an emergency kit.
- To advertise/promote: it gives the date, the time (students may provide the exact time and date).
- To inform people about the event; it gives the words 'learn', 'demonstrations'
- To let you know what to do during a disaster; drop cover, hold on for earthquake, to let you know about safety with water and electricity.
- To persuade people to attend; support: free food, entrance, opportunity to win a gift.

1 - Partial understanding

The response ONLY includes the purpose; supporting information is irrelevant.

0 - Unsatisfactory understanding

The response does not include a purpose (whether explicitly or implicitly stated) and the support is unclear or vague. The purpose is unclear or vague; however, they may have included some relevant support

Example:

- The purpose of the poster is T&TEC Electricity; two things to support my answer are safety and demonstration.
- To appeal to the driver: free things to eat and learn how to protect your things.

SEA ELA SPECIMEN PAPER MARK SCHEME

42. Name two demonstration activities from the poster.

Process: **Literal**

Objective: **Identify overt messages in selected media texts based on elements of design.**

2 – Complete understanding

The response provides ANY two demonstration activities from the poster detailed below.

- Earthquake safety
- Hurricane and flood models
- T&TEC Electric safety demonstration

1 – Partial understanding

The response identifies only ONE of the demonstrations above.

0 - No understanding

The response does not include any activities from the demonstration portion of the poster.

- To build an emergency kit
- Demonstrations
- To prepare your pets for a disaster
- What to do when there is a tornado

43. Using details to support your answer, who do you think will be interested in this event?

Process: **Evaluation and Appreciation**

Objective: **Using details to support your answer, who do you think will be interested in this event?**

2 – Complete understanding

The response includes the identification of an individual or individuals who may or may not be included in the text. However, the details **MUST** come from the text.

- People interested in disaster awareness – title of poster, activities in the poster
- People with pets - learning to prepare pets for disaster
- People who like free things – free child identification cards; win a free radio, free food
- People interested in safety - to build an emergency kit, earthquake safety, T&TEC safety demonstration, safety with water and electricity
- Parents to protect their children from earthquakes, hurricanes, etc.
- People who have experienced disaster

1 – Partial understanding

The response only identifies who will be interested but does not include supporting details.

0 - No understanding

The response **ONLY** has details but does not include who will be interested.