Final Exam Model Paper 1

ANSWER KEY

Full marks 75 · 3 hours

Give the marks for the points in the marking scheme; an answer in other words that says the same is right.

A practice paper by Science Playground, made to CDC's Test Specification Chart, Compulsory English, Grades 9–10; not an official CDC or exam board paper.

Reading 1 — 5 × 1 = 5

a. **(ii)** drank water straight from the jar she filled at the tap.

b. **(iii)** after a week of heavy rain.

c. **(ii)** oral rehydration solution.

d. **(iii)** thought their illness had come from dirty water.

e. **(ii)** boiling the water and keeping it covered has kept the family healthy.

Reading 2 — 10 × 1 = 10

a. True.

Marking scheme

- True.

b. False. They are in the ancient Brahmi script.

Marking scheme

- False.

c. False. He made it free of taxes, so that it paid only an eighth share.

Marking scheme

- False.

d. False. He saw it broken in two and lying on the ground, and he did not mention any writing.

Marking scheme

- False.

e. True. It was found "still sharp because it had lain underground for so long".

Marking scheme

- True.

a. In December 1896.

Marking scheme

- In December 1896 (1896 alone is accepted).

b. To the Maya Devi Temple beside the pillar.

Marking scheme

- The Maya Devi Temple (beside the pillar).

c. He set up the stone pillar (after worshipping there), and he made the village free of taxes.

Marking scheme

- Both: set up the pillar (or worshipped there) and made the village free of taxes (paying only an eighth share).

d. The pillar had fallen and its inscription, which named the place as the Buddha's birthplace, was hidden under the ground, so nobody could read it.

Marking scheme

- The inscription that named the place was hidden (underground), so its message was lost.

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e. Yes. They are written records from the past, so they tell us facts that stories and memories cannot prove. This one told the world where the Buddha was born.

Marking scheme

- A clear opinion with one sensible reason (they are proof of history, they settle questions about the past, they are part of our heritage). A "no" with a sensible reason is also accepted.

Reading 3 — 10 × 1 = 10

a. Magar

Marking scheme

- Magar

b. Damauli

Marking scheme

- Damauli

c. doko

Marking scheme

- doko

d. half

Marking scheme

- half

e. 5,000

Marking scheme

- 5,000 (Rs. 2,500 × 2)

a. Dal-bhat with fresh vegetables, millet roti and homemade yogurt, with their host family.

Marking scheme

- Dal-bhat with vegetables, millet roti and yogurt (any two of the three).

b. To take off their shoes before entering the kitchen, to ask before photographing people, and to carry their plastic waste back.

Marking scheme

- All three: shoes off in the kitchen, ask before taking photos of people, carry plastic waste back.

c. A village like this has no way to collect or recycle plastic, so plastic left there would be burned or thrown away and would spoil the land and the village.

Marking scheme

- To keep the village clean (the village can't deal with plastic waste; it would pollute the land or water).

d. Ten percent of every payment goes to the village school, which every family's children can attend.

Marking scheme

- Ten percent of the money goes to the village school (which serves all the village's children).

e. Yes. I would like to live with a village family for a few days, help with their work and learn to weave a doko, which I could never do in a hotel. (Or: No, because I would not like to do farm work on a holiday.)

Marking scheme

- A clear yes or no with one sensible reason linked to the brochure.

Reading 4 — 15 × 1 = 15

a. iii. the front end of a glacier

Marking scheme

- iii

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b. iv. joined together to become one

Marking scheme

- iv

c. i. something that may cause harm or danger

Marking scheme

- i

d. v. a channel through which water flows out

Marking scheme

- v

e. ii. most certain to work

Marking scheme

- ii

a. 3

Marking scheme

- 3 (by 2000)

b. 1

Marking scheme

- 1 (in 1962)

c. 5

Marking scheme

- 5 (in 2016)

d. 2

Marking scheme

- 2 (in the 1970s)

e. 4

Marking scheme

- 4 (by 2009)

a. A moraine, a loose wall of rock, gravel and ice pushed up by the glacier.

Marking scheme

- A moraine (a wall of rock, gravel and ice).

b. An avalanche or an earthquake.

Marking scheme

- An avalanche or an earthquake (either is accepted).

c. If the moraine broke, the water would rush down the valley along the river in a few hours and could sweep away villages, bridges and trails on its banks.

Marking scheme

- The flood water would run down the valley along the river (fast and in huge amounts) and reach them.

d. It is slow, costly and hard work at that height, and it does not stop the cause: the glaciers keep melting because the planet is warming, so the lakes will keep filling.

Marking scheme

- It doesn't stop the cause: the glaciers go on melting (as the planet warms), and draining is slow, costly and hard.

e. We can walk, cycle or share vehicles for short trips instead of using motorbikes, because burning less petrol puts less carbon dioxide into the air. (Or: plant and protect trees, use less electricity, cook with biogas instead of firewood.)

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Marking scheme

- One sensible action with a reason linked to warming (less fuel burned or less carbon dioxide; trees take in carbon dioxide).

Guided writing I — 5 marks

5. How Grade 9 Students Spend Their Saturday **[5]**

The table shows how the 200 Grade 9 students of a school in Dhangadhi spend most of their Saturday. The largest group, 60 students or 30 percent, help at home or on the farm. Studying or going to tuition comes second, with 50 students (25 percent). Forty students (20 percent) spend the day playing sports, while 30 (15 percent) watch TV or use a mobile phone. Only 20 students, just 10 percent, visit relatives. In short, more than half of the students spend their holiday working or studying, and fewer than one in six spend it in front of a screen.

Marking scheme

Content 3, organization 1, language 1:

- Content: an opening sentence saying what the table shows (the 200 Grade 9 students, the school, their Saturday).
- Content: the largest and smallest groups with their numbers or percentages (helping at home 60, 30%; visiting relatives 20, 10%).
- Content: the other three groups with their figures, and a closing comparison (more than half work or study).
- Organization: one paragraph, in a sensible order (from most to fewest), the figures linked with words like *while*, *second*, *only*.
- Language: correct grammar and spelling, and figures written correctly (words at the start of a sentence), in about 100 words.

Guided writing II — 5 marks

6. 22 Mangsir 2082 **[5]**

Dear Nirajan,

I was deeply saddened to hear of the death of your grandfather last week. Please accept my deepest sympathy and convey it to your whole family.

Your grandfather taught in our village school for many years, and most of the children in the village learned to read and write in his classes. Whenever we visited your house, he welcomed us kindly and told us stories of the old days. We will all miss his warm smile.

I pray for the peace of his soul, and I pray that God gives you and your family the strength to bear this great loss.

With heartfelt sympathy,
Sneha

Marking scheme

Format 1, content 3, language 1:

- Format: the date, a salutation, and a suitable closing with the writer's name.
- Content: the sad news and the writer's deepest sympathy to Nirajan and his family.
- Content: the grandfather remembered: a retired teacher who taught many children in the village, kind, who told stories.
- Content: a closing prayer for his soul and for the family's strength.
- Language: a gentle, respectful tone in correct English, in about 100 words.

Free writing I — 6 marks

7. Are Tuition Classes Necessary? **[6]**

In my opinion, tuition classes are not necessary for most Grade 9 students, though they can help a few. A student who listens in class, asks the teacher when something is unclear and revises at home

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every day can do well without tuition. In fact, many students go to tuition only because their friends go, and they come home too tired to do their homework or to think for themselves. Tuition also costs families money that many cannot spare. However, tuition can be useful for a student who has missed school because of illness, or who finds one subject, such as mathematics, very hard. Even then, a short course in that subject is better than classes every morning and evening. Therefore, I believe schools should give extra help to weak students so that tuition is needed only rarely.

Marking scheme

Content 3, organization 1, language 2:

- Content: a clear view on whether tuition is necessary, stated at the start.
- Content: at least two reasons or examples that support the view.
- Content: an answer to the other side, or a concluding sentence that sums up the view.
- Organization: one paragraph with a topic sentence, ideas in a logical order, joined with connectives (*in fact*, *however*, *therefore*).
- Language: correct grammar, spelling and punctuation.
- Language: a good range of vocabulary and sentences, in about 150 words.

Free writing II — 8 marks

8. Banepa-7, Kavre **[8]**
2 Mangsir 2082

Dear Aishwarya Didi,

I hope you are well and that your work in Doha is going smoothly. We all missed you very much this Tihar, so I am writing to tell you how we celebrated it.

On the first day, Mother put rice out for the crows, and on the second day we gave our dog Kale a garland and a big plate of meat. He looked very proud of himself. On Laxmi Puja, we cleaned the whole house, painted the doorway with red mud and made a path of footprints for the goddess. In the evening the house glowed with oil lamps and the colored lights you sent last year.

Our cousins came to play deusi, and they sang until midnight. On Bhai Tika, Grandmother gave everyone the seven-colored tika and a garland of makhamali flowers. She kept your share of sel roti in a tin and said, "This is for Aishwarya when she comes."

Everyone sends you their love. Please take care of yourself, and do try to come home for Dashain next year.

With love,
Kushal

Marking scheme

Layout 1, content 4, organization 1, language 2:

- Layout: the writer's address and date, a salutation, and a closing with the name.
- Content: an opening that greets the cousin and says why the writer is writing.
- Content: at least two days of Tihar described (crows, dogs, Laxmi Puja, Bhai Tika).
- Content: details that bring them to life (lamps, decorations, deusi, food, the family).
- Content: a closing with wishes and love from the family (missing her, hoping she comes home).
- Organization: clear paragraphs in a sensible order (greeting, the festival day by day, closing).
- Language: correct grammar, spelling and punctuation, in a warm, informal tone.
- Language: a good range of vocabulary and sentences, in about 200 words.

Grammar: reproducing sentences — 6 × 1 = 6

a. shall we

Marking scheme

- shall we? (a suggestion with *let's* takes *shall we*)

b. Abdul never drinks tea after lunch.

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Marking scheme

- Abdul never drinks tea after lunch. (*always* becomes *never*; *Abdul doesn't drink tea after lunch* is also accepted)

c. How long has Tashi been learning the madal?

Marking scheme

- How long has Tashi been learning the madal? (*has* before the subject; *for two years* taken out)

d. was sleeping

Marking scheme

- was sleeping (a longer past action interrupted by a short one: past continuous)

e. The irrigation canal will be repaired by the ward office next month.

Marking scheme

- The irrigation canal will be repaired (by the ward office) next month. (*by the ward office* may be left out)

f. Urmila told her brother not to touch the hot iron.

Marking scheme

- Urmila told (warned, ordered) her brother not to touch the hot iron. (*told … not to* + the plain verb needed)

Grammar: multiple choice — 10 × 0.5 = 5

a. **(i)** a

b. **(i)** in

c. **(i)** who

d. **(ii)** runs

e. **(ii)** painted

f. **(i)** Although

g. **(i)** will never be

h. **(ii)** carefully

i. **(ii)** will be taught

j. **(i)** should

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