Final Exam Model Paper 2

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. True.

Marking scheme

- True.

b. False. He let them have it on Fridays.

Marking scheme

- False.

c. False. Only six girls came.

Marking scheme

- False.

d. True.

Marking scheme

- True.

e. True. On Fridays they sit on the steps and cheer for the girls.

Marking scheme

- True.

Reading 2 — 10 × 1 = 10

a. four

Marking scheme

- four (or 4)

b. wooden

Marking scheme

- wooden

c. cups

Marking scheme

- cups

d. rain gauge

Marking scheme

- rain gauge

e. Poush

Marking scheme

- Poush

a. Every morning at nine o'clock.

Marking scheme

- Every morning at nine o'clock (9 a.m.).

b. The wind vane shows the direction of the wind, and the anemometer measures its speed.

Marking scheme

- Both: the wind vane (direction) and the anemometer (speed).

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c. So that the sun shining on it, or the rain, does not change its reading: it should measure the temperature of the air, not of the sunshine on the glass. The slatted sides still let the air in.

Marking scheme

- To keep the sun (and rain) off it, so it shows the true temperature of the air.

d. Rain would spoil apples and buckwheat spread out to dry, and the students' records help them guess whether rain is coming.

Marking scheme

- Rain would spoil the drying crops, so they want to know if rain is likely.

e. Yes. Students learn science by measuring real things every day, they learn to keep careful records, and the numbers are useful to the people around them, like the farmers in Jumla. (A "no" with a reason, such as the cost or the time it takes, is also accepted.)

Marking scheme

- A clear opinion with one sensible reason (learning by doing, careful records, useful to the community; or cost or time for a "no").

Reading 3 — 10 × 1 = 10

a. **(ii)** waiting for the last bus to her village.

b. **(iii)** a plastic bag.

c. **(iv)** at her aunt's house.

d. **(ii)** she now thinks Binita did the right thing.

e. **(iii)** kindness and respect, which he did not forget.

a. 4

Marking scheme

- 4

b. 1

Marking scheme

- 1

c. 3

Marking scheme

- 3

d. 2

Marking scheme

- 2

e. 5

Marking scheme

- 5

Reading 4 — 15 × 1 = 15

a. iii. having decided firmly, and not letting anything stop you

Marking scheme

- iii

b. v. an effort to do something difficult

Marking scheme

- v

c. i. the act of coming down

Marking scheme

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- i

d. iv. a very sad event, often one in which people die

Marking scheme

- iv

e. ii. seriously, in a way that is dangerous

Marking scheme

- ii

a. True.

Marking scheme

- True.

b. False. She reached it on her fourth attempt, after trying in 1990, 1991 and 1992.

Marking scheme

- False.

c. False. She turned back because of strong winds.

Marking scheme

- False.

d. True.

Marking scheme

- True.

e. True. She stayed with Sonam Tshering when he became gravely ill, instead of going down.

Marking scheme

- True.

a. Pasang Lhamu and her husband, Lhakpa Sonam Sherpa.

Marking scheme

- Pasang Lhamu and her husband (Lhakpa Sonam Sherpa).

b. She failed to reach the top of Everest three times, in 1990, 1991 and 1992, but she kept trying until she succeeded in 1993.

Marking scheme

- She did not give up after three failed attempts (she kept trying until she reached the top).

c. By being the first, she showed Nepali women that they could climb Everest too, and that gave others the confidence to try.

Marking scheme

- Her example showed other Nepali women that they could do it (and encouraged them to try).

d. Yes. A climber should not leave a team member to die alone; she chose to help him even though it put her own life in danger, which shows great loyalty. (Or: No, because she could not save him and lost her own life as well; she could have gone down for help.)

Marking scheme

- A clear opinion with one sensible reason linked to the text.

e. The peak named Pasang Lhamu Chuli suits her best, because she spent her life on mountains and gave her life on one. (Any honor from the text with a sensible reason.)

Marking scheme

- One honor from the text with a sensible reason why it suits her.

Guided writing I — 5 marks

5. Shree Janata Secondary School Library: Rules and Regulations **[5]**

1. The library is open from 10 a.m. to 4 p.m., Sunday to Friday.

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2. Every student must show a library card to borrow a book.
3. Silence must be kept in the reading room at all times.
4. Food and drinks are not allowed inside the library.
5. A student may borrow two books at a time, for one week.
6. A fine of Rs. 5 a day will be charged for each book returned late.
7. Books must be handled with care. Do not write in them, fold their pages or tear them. A lost or damaged book must be replaced.
8. Mobile phones must be switched off in the library.

Librarian

Marking scheme

Format 1, content 3, language 1:

- Format: a title naming the library, the rules numbered, and who issues them.
- Content: the opening hours and the library card.
- Content: silence, and no food, drink or mobile phones.
- Content: borrowing (two books, one week), the fine, and care of the books.
- Language: short, clear rules in the passive or with *must*, *must not*, *may*, in about 100 words.

Guided writing II — 5 marks

6. Students Plant 500 Saplings in Dadeldhura **[5]**

Amargadhi, 16 Shrawan. Grade 9 students of a secondary school in Amargadhi, Dadeldhura, planted 500 saplings on the bare hillside behind their school on Saturday.

Working with the local community forest user group, about sixty students planted pine, uttis and bamboo saplings. The user group gave the saplings and showed the students how to plant them. Each class will now look after one row and water it during the dry months.

"A bare hill loses its soil in every monsoon," the principal said. "In ten years, these students will be able to sit in the shade of their own forest."

Marking scheme

Format 1, content 3, language 1:

- Format: a headline, and a dateline (place and date) at the start.
- Content: who, what, where and when in the first sentence (Grade 9 students, 500 saplings, the hillside in Amargadhi, Saturday).
- Content: how it was done (the user group, the kinds of saplings).
- Content: what happens next (each class looks after a row) and the principal's words.
- Language: the past tense, in a news story's plain, factual style, in about 100 words.

Free writing I — 6 marks

7. 14 Bhadra 2082 **[6]**

The Principal
Shree Saraswati Secondary School
Pokhara, Kaski

Subject: Application for three days' leave

Respected Sir,

With due respect, I would like to inform you that my grandfather is turning eighty-four this year, and our family is holding his chaurasi puja at our home in Galkot, Baglung. In our community, this celebration is held only once in a person's life, and all the grandchildren are expected to take part in the worship and to receive his blessings.

The puja will be held on 18 and 19 Bhadra, and we have to travel to Baglung on 17 Bhadra. I therefore request you to grant me leave for three days, from 17 to 19 Bhadra 2082.

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I will collect the notes and homework from my classmates and complete all the work I miss as soon as I return.

Yours obediently,
Prashant Thapa
Grade 9, Section B
Roll No. 23

Marking scheme

Format 1, content 3, language 2:

- Format: the date, the principal's address, a subject line, a salutation, and a closing with the student's name, class and roll number.
- Content: the reason for the leave (the grandfather's chaurasi puja, where and why it matters).
- Content: the exact days of leave asked for.
- Content: a promise to catch up on missed work, and a polite request.
- Language: correct grammar, spelling and punctuation, in a polite, formal tone.
- Language: clear, varied sentences in about 150 words.

Free writing II — 8 marks

8. Should Students Learn in Their Mother Tongue at School? [8]

Nepal is home to well over a hundred languages. A child who speaks only Tharu, Limbu or Maithili at home often meets Nepali and English for the first time in the classroom. In my view, such children should learn in their mother tongue in the early years of school.

First, children understand best in the language they think in. A lesson about plants or numbers is hard enough without struggling with every word. A child who understands the lesson enjoys school and is less likely to leave it. Second, a mother tongue carries a community's songs, stories and knowledge. If children never read or write it, it may slowly die.

On the other hand, many parents fear that children taught in their mother tongue will be weak in Nepali and English, which they need for higher studies and jobs. This fear is reasonable, but the answer is not to give up the mother tongue. Children can begin in it and learn Nepali and English step by step, until they can study in them.

In conclusion, the mother tongue is the best bridge to learning. Schools should use it in the first years and then cross the bridge to Nepali and English.

Marking scheme

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

- Layout: a title, and paragraphs: introduction, body, conclusion.
- Content: an introduction that sets out the issue and the writer's view.
- Content: at least two reasons for the view, explained.
- Content: the other side of the argument stated fairly.
- Content: an answer to the other side and a conclusion that sums up the view.
- Organization: ideas in a logical order, joined with connectives (*first*, *second*, *on the other hand*, *in conclusion*).
- Language: correct grammar, spelling and punctuation.
- Language: a good range of vocabulary and sentences, in about 200 words.

Grammar: reproducing sentences — 6 × 1 = 6

a. has he

Marking scheme

- has he? (*never* makes the statement negative, so the tag is positive, with the same helping verb *has*)

b. Basanta didn't buy anything for his sister.

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Marking scheme

- Basanta didn't (did not) buy anything for his sister. (*did not* + the plain verb *buy*, and *something* becomes *anything*; *Basanta bought nothing for his sister* is also accepted)

c. How often does Kalpana go to the library?

Marking scheme

- How often does Kalpana go to the library? (*does* + the plain verb *go*; *every Friday* taken out)

d. has lived (or has been living)

Marking scheme

- has lived or has been living (*since* + a point in time: present perfect or present perfect continuous)

e. My bicycle was stolen last night.

Marking scheme

- My bicycle was stolen last night. (*by someone* is left out; *was stolen by someone* is also accepted)

f. Srijana asked me if I had finished my homework.

Marking scheme

- Srijana asked me if/whether I had finished my homework. (all of *asked*, *if/whether*, the statement order *I had finished* and *my* needed)

Grammar: multiple choice — 10 × 0.5 = 5

a. **(i)** a

b. **(i)** into

c. **(i)** whose

d. **(i)** has

e. **(ii)** were given

f. **(i)** Although

g. **(i)** will become

h. **(iii)** to help

i. **(ii)** softly

j. **(i)** had better

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