Grade 9 English

First-term preparation - Paper 01

Grade 9 — EWS Term 1 Preparation — Paper 1: Creativity Solves a Problem

Answers and marking guide

Original EWS practice based on the selected early-unit scope. This is not an official government or NIE examination paper. Compare the coverage with your school term plan.

Separate answers, model responses and marking guidance. Accept equivalent correct answers unless a task tests a specific form.

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Task 1. Test 1 — Vocabulary - 5 marks

1.1. C [1 marks]

1.2. E [1 marks]

1.3. A [1 marks]

1.4. D [1 marks]

1.5. B [1 marks]

Task 2. Test 2 — A Conversation - 5 marks

2.1. present practical inventions [1 marks]

2.2. school exhibition room [1 marks]

2.3. Friday [1 marks]

2.4. 1.30 p.m. [1 marks]

2.5. a labelled project sketch [1 marks]

Task 3. Test 3 — Grammar in Context - 10 marks

3.1. has [2 marks]

3.2. so that [2 marks]

3.3. by [2 marks]

3.4. improved [2 marks]

3.5. will not [2 marks]

Task 4. Test 4 — Complete the Text - 10 marks

4.1. to [2 marks]

4.2. however [2 marks]

4.3. so [2 marks]

4.4. by [2 marks]

4.5. Although [2 marks]

Task 5. Test 5 — Reading - 10 marks

5.1. Start by identifying a problem. [2 marks]

5.2. Returned books were often placed in the wrong sections. [2 marks]

5.3. They widened two compartments and replaced tiny labels with larger print. [2 marks]

5.4. In a project log. [2 marks]

5.5. Listening, testing and revising;2 for all three,1 for two. [2 marks]

Task 6. Test 6 — Information in a Table - 10 marks

6.1. Rs. 450 [2 marks]

6.2. Sports room [2 marks]

6.3. Seed box [2 marks]

6.4. Rs. 600 [2 marks]

6.5. Cable organiser; Computer room. Award 1 mark for each. [2 marks]

Task 7. Test 7 — Language Skills - 10 marks

7.1. We made a tray which has movable labels. [2 marks]

7.2. The tray was tested by the librarian. [2 marks]

7.3. Unless we test the design, we will miss problems. [2 marks]

7.4. decision [2 marks]

7.5. How much did the tray cost? [2 marks]

Task 8. Test 8 — Understanding Instructions - 10 marks

8.1. Return anything you borrowed before you leave. [2 marks]

8.2. Do not block the entrance. [2 marks]

8.3. Get the organiser’s permission before using equipment. [2 marks]

8.4. Put materials that can be used again in the labelled box. [2 marks]

8.5. Tell the office if an item is missing. [2 marks]

Task 9. Test 9 — Capitals and Punctuation - 5 marks

9.1. Nadee and Faris are ready. [1 marks]

9.2. Where is the school exhibition room? [1 marks]

9.3. Please write revise, compartment and practical. [1 marks]

9.4. We will meet on Friday. [1 marks]

9.5. Nadee said, “I can help.” [1 marks]

Task 10. Test 10 — Sentence Building - 5 marks

10.1. The librarian tested the new tray. [1 marks]

10.2. Large labels help visitors find books. [1 marks]

10.3. We recorded each change carefully. [1 marks]

10.4. The compartments can be rearranged easily. [1 marks]

10.5. A practical design solves a problem. [1 marks]

Task 11. Test 11 — Functional Writing - 10 marks

11.1. NOTICE
Creativity Solves a Problem
Our class invites interested pupils to present practical inventions on 20 February. We will meet at the school exhibition room from 1.30 p.m. to 3.30 p.m. Please bring a labelled project sketch and arrive a few minutes early. Speak to the class secretary before the activity if you need further information.
Class Secretary
MARKING: five content points: activity/purpose (1), date (1), venue (1), start and finish times together (1), item to bring (1); clear notice format and logical order:2; accurate understandable sentences:2; spelling/punctuation:1. Accept an equally clear original notice containing all details. [10 marks]

Task 12. Test 12 — Extended Writing - 10 marks

12.1. Our class wanted to solve a practical problem in the school library. Returned books were often left in the wrong places, so my group designed a sorting tray with movable labels. We used inexpensive cardboard and asked the librarian to test our first version. Although it looked attractive, the compartments were too narrow for large books. We widened them and replaced the tiny labels with larger print. A friend suggested making the labels removable so that another library could use the tray differently. We recorded every change in our project log. At the exhibition, visitors could see both the finished tray and the earlier designs. I learned that creativity involves listening to users, testing ideas and improving them rather than simply making something unusual.
MARKING: content and relevance4 (situation1, actions1, difficulty/response1, learning1); language4 (grammar2, appropriate vocabulary2); organisation2 (logical order1, linking and clear paragraphing1). Award partial marks within each category. This is one model; assess other relevant original accounts with the same rubric. Do not require pupils to reproduce the reading passage. [10 marks]

END - 100 MARKS