

| Detailed Answers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Scale Marks                                                               |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------|-----------|------------|-------------------------------------------|--------------------------------------------------|-------------|-----------|-------------------------------------------------|----------------|---------------------------------------------------------------------------|----------|-----------|
| <b>Part One: Reading</b><br><b>A/Comprehension:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (15pts)                                                                   |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>1) -Choosing the right answer:</b><br>A/ The text is : b) expository<br>B/ The text is about: c) Why child labour happens.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (8pts)<br><br>1pt                                                         |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>2) -MCQ.</b><br>A = b) hinder - B = b) work out - C = c) the lack of quality education<br>D = a) extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2pts<br>0.5 each                                                          |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>3) -Identifying paragraphs:</b><br>a) Paragraph 2<br>b) Paragraph 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1pt<br>0.5 each                                                           |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>4) -Answering questions:</b><br>a) Child labour is banned by international conventions because it can be harmful to their health and can interfere with their physical, mental, spiritual, moral and social development or with their right to education.<br>b) Yes, it can. ‘Children who work and do not go to school will end up in low paid job later, and so will their children, and so the vicious circle of poverty is perpetuated<br>c) Child labour increases joblessness in the way that children are hired in preference to adults because they are easy to exploit and are cheap labourers. This leads to lower wages and higher unemployment among adults. | 3 pts<br>1 each                                                           |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>5) -Cohesive markers:</b><br>a)- them (§1): <b>152 million children</b> b) -their (§2): <b>families</b><br>c)- it (§3): <b>child labour</b> c) -their (§4): <b>governments, business, civil society</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1pt<br>0.25 each                                                          |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>B/Text Exploration:</b><br><b>1) -Opposites:</b><br>a)- permitted ≠ <b>prohibited</b> b) ended ≠ <b>perpetuated</b><br>c)- deprive ≠ <b>provide</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ( 7pts)                                                                   |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <b>2) - Chart completion:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0.75pt                                                                    |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| <table><tr><td>verb</td><td>noun</td><td>adjective</td></tr><tr><td>- to abuse</td><td>-abuse - abuser - abusee<br/>- abusability</td><td>- abused - abusive/less<br/>- abusive - abuseable</td></tr><tr><td>-to consume</td><td>-consumer</td><td>- consumed-consuming<br/>-consumable consumeless</td></tr><tr><td>-to specialize</td><td>-speciality - specializer<br/>- specialization -<br/>specialist- specialism</td><td>-special</td></tr></table>                                                                                                                                                                                                                  | verb                                                                      | noun                                             | adjective | - to abuse | -abuse - abuser - abusee<br>- abusability | - abused - abusive/less<br>- abusive - abuseable | -to consume | -consumer | - consumed-consuming<br>-consumable consumeless | -to specialize | -speciality - specializer<br>- specialization -<br>specialist- specialism | -special | 0.25 each |
| verb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | noun                                                                      | adjective                                        |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| - to abuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -abuse - abuser - abusee<br>- abusability                                 | - abused - abusive/less<br>- abusive - abuseable |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| -to consume                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -consumer                                                                 | - consumed-consuming<br>-consumable consumeless  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| -to specialize                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -speciality - specializer<br>- specialization -<br>specialist- specialism | -special                                         |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.5pt<br>0.25 each                                                        |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |
| conceived                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                           |                                                  |           |            |                                           |                                                  |             |           |                                                 |                |                                                                           |          |           |

