****

LISTENING 1 (7 mks)		
1. ⬭ nine	⬤ ten	⬭ eleven
2. ⬭ Qatar	⬭ UAE	⬤ London
3. ⬭ his relatives	⬤ his friends	⬭ teenagers
4. ⬭ shoes	⬤ sports cloths	⬭ glasses
5. ⬭ time	⬭ receiving products	⬤ money
6. ⬤ parents	⬭ school	⬭ government
7. ⬤ open a shop	⬭ design another application	⬭ get more customers

Notes: One mark each. Responses must be indicated <u>clearly</u>.

LISTENING 2 (8 mks)	
Task one	
8. 1987 **9.** (English) teacher **10.** On a train / Scotland **11.** 5 years/ five years	*Notes: (i) One mark each.* *(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.* *(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.*

Task Two		
	True	**False**
12.	⬭	⬤
13.	⬤	⬭
14.	⬭	⬤
15.	⬤	⬭

Notes: One mark each. Responses must be indicated <u>clearly</u>.

VOCABULARY   (5 mks)

#							
1.	⬭ communication	⬤ transport	⬭ marketing	⬭ dehydration
2.	⬭ height	⬭ length	⬤ speed	⬭ width
3.	⬭ climaxes	⬤ destinations	⬭ resolutions	⬭ sources
4.	⬭ developed	⬭ increased	⬤ reduced	⬭ supported
5.	⬭ active	⬭ anxious	⬭ balanced	⬤ dizzy

Notes: *one mark each. Responses must be indicated <u>clearly</u>.*

GRAMMAR 1 (2.5 mks)

	so	what	therefore	am	use	of	will	who	used	as
1.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬤
2.	⬭	⬤	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭	⬭	⬤	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭	⬤	⬭	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭	⬭	⬭	⬤	⬭	⬭	⬭

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRAMMAR 2   (2.5 mks)

#							
6.	⬭ no one	⬭ everyone	⬤ someone	⬭ anyone
7.	⬭ calls	⬤ called	⬭ calling	⬭ call
8.	⬤ will drive	⬭ drive	⬭ drives	⬭ drove
9.	⬭ How many	⬭ How much	⬭ How long	⬤ How often
10.	⬤ that	⬭ who	⬭ which	⬭ where

Notes: *Half-a-mark each. Responses must be indicated <u>clearly</u>.*

READING 1 (10 mks)

Task One

1.	⬯ space crash	⬯ space pollution	⬤ space radiation
2.	⬯ 1986	⬯ 2007	⬤ 2009
3.	⬤ space funding	⬯ space pollution	⬯ space accidents
4.	⬯ China	⬯ Russia	⬤ The US
5.	⬯ Death and hunger	⬤ asteroids and comets	⬯ Shuttles and missiles
6.	⬤ unemployment	⬯ investments	⬯ economy

Notes: *One mark each. Responses must be indicated _clearly_.*

Task Two

7.   *Colombia*

8.   *orbital graveyard*

9.   *military*

10.   *dangerous / unsafe / risky*   *(any other adjectives that have the same meaning)*

 Notes: *one mark each. Complete accuracy in grammar & spelling is not required, but answers must be _clearly_ and _convincingly_ correct.*

READING 2 (10 mks)
Task One

11.	Asolo / Italy
12.	Was sick / because of illness
13.	nurse
14.	Seven / 7
15.	1927
16.	75 years old

Task Two

	True	**False**
17.	⬭	⬤
18.	⬤	⬭
19.	⬤	⬭
20.	⬭	⬤

Notes: One mark each.

Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be *clearly* and *convincingly* correct.   (ii) In general, apply the '*not more than four words*'. HOWEVER, use common sense for slightly longer, but *obviously correct* answers.

Qs 17-20: Responses must be indicated *clearly*.

	WRITING 1 (5 mks)
5	_ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.

3	– Manages to present relevant information, but only in a somewhat
	  limited way.
	-Minimal use of details and examples.
	–Writing is not well-structured, but is still reasonably clear and
	  coherent.
	– A limited range of grammar and vocabulary with a reasonable level of accuracy.

2	– Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – Writing is poorly-structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
1	– Presents very little relevant information indeed. _ No use of details and examples. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors
0	*No attempt at the task*: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

	WRITING 2 (10 mks)
10	– Message to the intended reader(s) is <u>very</u> <u>clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
8	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
6	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. –Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
4	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
2	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	*No* *attempt* *at* *the* *task*: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below)

2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level,** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]