
LISTENING 1 (7 mks)		
1. <input type="radio"/> business meeting	<input checked="" type="radio"/> phone call	<input type="radio"/> school meeting
2. <input checked="" type="radio"/> do his homework	<input type="radio"/> participate in the class	<input type="radio"/> respect his classmates
3. <input type="radio"/> own job	<input checked="" type="radio"/> husband's business	<input type="radio"/> studies
4. <input checked="" type="radio"/> complete his studies	<input type="radio"/> do some business	<input type="radio"/> enjoy his vacation
5. <input type="radio"/> hire a private teacher	<input type="radio"/> leave her job	<input checked="" type="radio"/> get help from a relative
6. <input checked="" type="radio"/> a birthday party	<input type="radio"/> a business meeting	<input type="radio"/> an educational lecture
7. <input checked="" type="radio"/> brother	<input type="radio"/> father	<input type="radio"/> husband's brother
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)	
Task one	
8. 1832 9. (Because of) speech difficulty 10. Mathematics / Maths 11. Twenty six years / 26 years	<i>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</u> <u>correct</u> answers.</i>

Task Two	
True	False
12. <input checked="" type="radio"/>	<input type="radio"/>
13. <input type="radio"/>	<input checked="" type="radio"/>
14. <input type="radio"/>	<input checked="" type="radio"/>
15. <input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	

VOCABULARY (5 mks)			
1. <input type="radio"/> apply	<input checked="" type="radio"/> operate	<input type="radio"/> damage	<input type="radio"/> produce
2. <input type="radio"/> downloaded	<input type="radio"/> cancelled	<input type="radio"/> destroyed	<input checked="" type="radio"/> automated
3. <input checked="" type="radio"/> passengers	<input type="radio"/> consumers	<input type="radio"/> characters	<input type="radio"/> entrepreneurs
4. <input type="radio"/> dangers	<input type="radio"/> industries	<input checked="" type="radio"/> services	<input type="radio"/> talents
5. <input type="radio"/> cost	<input type="radio"/> earn	<input checked="" type="radio"/> pay	<input type="radio"/> save

Notes: one mark each. Responses must be indicated clearly.

GRAMMAR 1 (2.5 mks)										
	be	to	is	has	many	been	for	have	are	much
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: Half-a-mark each. Responses must be indicated clearly.

GRAMMAR 2 (2.5 mks)			
6. <input checked="" type="radio"/> anybody	<input type="radio"/> everybody	<input type="radio"/> nobody	<input type="radio"/> somebody
7. <input checked="" type="radio"/> did	<input type="radio"/> doing	<input type="radio"/> do	<input type="radio"/> does
8. <input type="radio"/> is	<input type="radio"/> were	<input checked="" type="radio"/> was	<input type="radio"/> are
9. <input type="radio"/> invent	<input type="radio"/> invents	<input type="radio"/> invented	<input checked="" type="radio"/> will invent
10. <input type="radio"/> so	<input checked="" type="radio"/> because	<input type="radio"/> however	<input type="radio"/> but

Notes: Half-a-mark each. Responses must be indicated clearly.

READING 1 (10 mks)

Task One

- | | | | |
|----|--|--|--|
| 1. | <input type="radio"/> ordinary | <input checked="" type="radio"/> fatigue-resistant | <input type="radio"/> military |
| 2. | <input checked="" type="radio"/> three hours | <input type="radio"/> four hours | <input type="radio"/> six hours |
| 3. | <input checked="" type="radio"/> adenosine | <input type="radio"/> cells | <input type="radio"/> hormones |
| 4. | <input type="radio"/> hormones level decreases | <input checked="" type="radio"/> the memory develops | <input type="radio"/> brain activity decreases |
| 5. | <input type="radio"/> less hours | <input type="radio"/> many hours | <input checked="" type="radio"/> enough hours |
| 6. | <input type="radio"/> agrees with | <input checked="" type="radio"/> disagrees with | <input type="radio"/> doesn't care about |

Notes: One mark each. Responses must be indicated clearly.

Task Two

7. **investigations**
8. **polyphasic**
9. **creative/ productive**
10. **7 / seven**

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. his grandmother
12. (in) (his) neighbourhood
13. by using 100% fresh fruit / by using healthy ingredients/ by reducing sugar and artificial ingredients
14. He didn't have a company / He didn't have a brand name
15. 2008
16. an MBE medal

Task Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 17. | <input checked="" type="radio"/> | <input type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/> |
| 19. | <input type="radio"/> | <input checked="" type="radio"/> |
| 20. | <input type="radio"/> | <input checked="" type="radio"/> |

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	<ul style="list-style-type: none"> _ 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <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</p>

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.]