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LISTENING 1 (7 mks)		
1. <input type="radio"/> 5	● 17	<input type="radio"/> 22
2. ● being avoided by his friends	<input type="radio"/> terrible coughing	<input type="radio"/> difficult breathing
3. <input type="radio"/> brother	<input type="radio"/> sister	● cousin
4. <input type="radio"/> playing sports	● talking to ex-smokers	<input type="radio"/> going to a clinic
5. <input type="radio"/> eating habits	● social life	<input type="radio"/> daily exercises
6. ● 450	<input type="radio"/> 800	<input type="radio"/> 900
7. <input type="radio"/> stick to a plan	<input type="radio"/> contact an expert	● keep the mind busy
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)	
<b>Task one</b>	
8. (in) 2015 9. 6 months (old) 10. her mother 11. (The) Arab Reading (Challenge)	<i>Notes: (i) One mark each.                  (ii) Complete accuracy in grammar &amp; 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.</i>

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

**VOCABULARY (5 mks)**

- |   |   |  |  |
|---|---|--|--|
| 1. <input type="radio"/> loan                 | 1. <input type="radio"/> desire               | 1. <input checked="" type="radio"/> profit   | 1. <input type="radio"/> view              |
| 2. <input type="radio"/> building             | 2. <input type="radio"/> earning              | 2. <input type="radio"/> organising          | 2. <input checked="" type="radio"/> taking |
| 3. <input type="radio"/> agree                | 3. <input type="radio"/> conflict             | 3. <input checked="" type="radio"/> persuade | 3. <input type="radio"/> set up            |
| 4. <input checked="" type="radio"/> essential | 4. <input type="radio"/> dangerous            | 4. <input type="radio"/> harmful             | 4. <input type="radio"/> risky             |
| 5. <input type="radio"/> astronauts           | 5. <input checked="" type="radio"/> customers | 5. <input type="radio"/> publishers          | 5. <input type="radio"/> sailors           |

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

**GRAMMAR 1 (2.5 mks)**

- |    | Have                  | had                              | are                   | ago                              | of                               | has                   | since                 | were                             | from                  | Did                              |
|----|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| 1. | <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"/>            |
| 2. | <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"/> | <input type="radio"/>            |
| 3. | <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"/> | <input type="radio"/>            |
| 4. | <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"/> | <input checked="" type="radio"/> |
| 5. | <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"/>            |

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

**GRAMMAR 2 (2.5 mks)**

- |  |   |   |  |
|--|---|---|--|
| 6. <input type="radio"/> was             | 6. <input checked="" type="radio"/> had     | 6. <input type="radio"/> were           | 6. <input type="radio"/> have            |
| 7. <input type="radio"/> would           | 7. <input type="radio"/> could              | 7. <input type="radio"/> can            | 7. <input checked="" type="radio"/> will |
| 8. <input checked="" type="radio"/> were | 8. <input type="radio"/> was                | 8. <input type="radio"/> had            | 8. <input type="radio"/> are             |
| 9. <input type="radio"/> somebody        | 9. <input checked="" type="radio"/> anybody | 9. <input type="radio"/> nobody         | 9. <input type="radio"/> everybody       |
| 10. <input type="radio"/> have           | 10. <input type="radio"/> does              | 10. <input checked="" type="radio"/> is | 10. <input type="radio"/> has            |

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

## READING 1 (10 mks)

## Task One

- |    |  |   |  |
|----|--|---|--|
| 1. | <input type="radio"/> social                 | <input type="radio"/> economical          | <input checked="" type="radio"/> environmental |
| 2. | <input type="radio"/> exactly                | <input type="radio"/> less than           | <input checked="" type="radio"/> more than     |
| 3. | <input type="radio"/> decrease               | <input checked="" type="radio"/> increase | <input type="radio"/> reduce                   |
| 4. | <input checked="" type="radio"/> electricity | <input type="radio"/> petrol              | <input type="radio"/> kerosene                 |
| 5. | <input type="radio"/> three                  | <input type="radio"/> four                | <input checked="" type="radio"/> five          |
| 6. | <input checked="" type="radio"/> courses     | <input type="radio"/> exams               | <input type="radio"/> interviews               |

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

## Task Two

7. passengers
8. greenhouse gas
9. more space
10. comfortable

**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. to look after their lands
12. one year / 1 year / a year
13. to enjoy the hunting season
14. a big rock
15. his sister and friends
16. 1 man / 1 person / 1 sailor / one of his friends

## Task Two

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

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>_ Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</li> <li>– Writing is generally well-structured, and mostly clear and coherent</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Manages to present relevant information, but only in a somewhat limited way.</li> <li>-Minimal use of details and examples.</li> <li>–Writing is not well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Attempts to present information, but the results are obviously inadequate.</li> <li>_ poor use of details and examples.</li> <li>– Writing is poorly-structured, and often unclear</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Presents very little relevant information indeed.</li> <li>_ No use of details and examples.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>
<b>0</b>	<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>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its intended purpose.</li> <li>– Writing is very well-organised, clear and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is fairly clear.</li> <li>– Writing has reasonable success in achieving its intended purpose.</li> <li>– Writing is generally well-organised, and mostly clear and coherent</li> <li>– A fair range of grammar and vocabulary, with a good level of accuracy.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is partially clear.</li> <li>– Writing has only partially achieved its intended purpose.</li> <li>– Writing is not well-organised, but is still reasonably clear and coherent</li> <li>– A limited range of grammar and vocabulary, with a reasonable level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is mostly unclear.</li> <li>– Writing has only very limited success in achieving its intended purpose.</li> <li>– Writing is poorly-organised, and often unclear.</li> <li>– A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is unclear.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary, and frequent serious errors.</li> </ul>
<b>0</b>	<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.]