
LISTENING 1 (7 mks)

- | | | |
|--|--|---|
| 1. <input type="radio"/> school | <input checked="" type="radio"/> company | <input type="radio"/> bookshop |
| 2. <input type="radio"/> this week | <input checked="" type="radio"/> next week | <input type="radio"/> two weeks later |
| 3. <input type="radio"/> wallet | <input type="radio"/> phone | <input checked="" type="radio"/> car keys |
| 4. <input checked="" type="radio"/> 55 | <input type="radio"/> 60 | <input type="radio"/> 65 |
| 5. <input type="radio"/> a newspaper | <input type="radio"/> a magazine | <input checked="" type="radio"/> the internet |
| 6. <input checked="" type="radio"/> exercising | <input type="radio"/> reading | <input type="radio"/> eating healthy food |
| 7. <input type="radio"/> Sunday | <input type="radio"/> Monday | <input checked="" type="radio"/> Tuesday |

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

LISTENING 2 (8 mks)

Part One

- 8. France
- 9. (her) parents
- 10. 13 / thirteen
- 11. nervous

Part Two

- | | | |
|---|---|--|
| 12. <input type="radio"/> coffee shop | <input checked="" type="radio"/> restaurant | <input type="radio"/> hotel |
| 13. <input type="radio"/> famous | <input type="radio"/> fat | <input checked="" type="radio"/> bullied |
| 14. <input checked="" type="radio"/> kindness | <input type="radio"/> music | <input type="radio"/> autograph |
| 15. <input type="radio"/> post photos | <input checked="" type="radio"/> influence others | <input type="radio"/> advertise |

Notes: One mark each.

Qs 8-11: (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 any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)								
	compete	sport	cinematic	athlete	spirit	host	promote	contact
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
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"/>

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

GRM/ (2.5 mks)	
6.	than
7.	is
8.	for
9.	can
10.	has

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

GRM/ VCB (5 mks)				
11.	<input type="radio"/> a	<input type="radio"/> an	<input checked="" type="radio"/> the	<input type="radio"/> some
12.	<input type="radio"/> painted	<input checked="" type="radio"/> designed	<input type="radio"/> directed	<input type="radio"/> acted
13.	<input checked="" type="radio"/> take	<input type="radio"/> takes	<input type="radio"/> took	<input type="radio"/> taking
14.	<input type="radio"/> also	<input type="radio"/> so	<input type="radio"/> but	<input checked="" type="radio"/> and
15.	<input type="radio"/> have	<input checked="" type="radio"/> has	<input type="radio"/> was	<input type="radio"/> were
16.	<input type="radio"/> play	<input type="radio"/> perform	<input type="radio"/> act	<input checked="" type="radio"/> watch
17.	<input checked="" type="radio"/> to	<input type="radio"/> by	<input type="radio"/> in	<input type="radio"/> on
18.	<input type="radio"/> delayed	<input checked="" type="radio"/> used	<input type="radio"/> visited	<input type="radio"/> closed
19.	<input checked="" type="radio"/> are	<input type="radio"/> is	<input type="radio"/> do	<input type="radio"/> have
20.	<input type="radio"/> home	<input checked="" type="radio"/> destination	<input type="radio"/> destruction	<input type="radio"/> restaurant

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

READING 1 (5 mks)		READING 2 (7 mks)		
True	False			
		6. <input type="radio"/> protecting the animals	<input checked="" type="radio"/> improving people's lives	<input type="radio"/> cleaning the beaches
1.	<input checked="" type="radio"/>	7. <input type="radio"/> build a new	<input checked="" type="radio"/> restore the old	<input type="radio"/> change the place of the
2.	<input type="radio"/>	8. <input checked="" type="radio"/> worried	<input type="radio"/> excited	<input type="radio"/> disappointed
3.	<input type="radio"/>	9. <input checked="" type="radio"/> fast	<input type="radio"/> slowly	<input type="radio"/> gradually
4.	<input checked="" type="radio"/>	10. <input type="radio"/> an organizer	<input type="radio"/> a team leader	<input checked="" type="radio"/> a participant
5.	<input type="radio"/>	11. <input type="radio"/> annoying	<input type="radio"/> tiring	<input checked="" type="radio"/> satisfying
		12. <input checked="" type="radio"/> encourages	<input type="radio"/> discourages	<input type="radio"/> doesn't advise

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

READING 3 (8 mks)		
13.	happiness	
14.	before the festival	
15.	good fortune	
16.	fish	
17.	<input type="radio"/> friends	<input checked="" type="radio"/> families <input type="radio"/> students
18.	<input type="radio"/> come	<input type="radio"/> go <input checked="" type="radio"/> arrive
19.	<input checked="" type="radio"/> wealth	<input type="radio"/> misfortune <input type="radio"/> sadness
20.	<input type="radio"/> bring happiness	<input checked="" type="radio"/> scare evil spirit <input type="radio"/> bring good luck

Notes: One mark each.

Qs 13-16: (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 any slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may be different individual ways of approaching a task but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)

5	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised but are 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"> _Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are 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"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, 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"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, 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"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – 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 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.]