****

LISTENING 1 (7 mks)

1. ⬭ Australia　　⬭ Oman　　⬤ the Uk

2. ⬤ brother　　⬭ father　　⬭ mother

3. ⬭ loneliness　　⬤ stress　　⬭ A lack of food

4. ⬭ Closed down　　⬭ Shifted to distance learning　　⬤ Moved to online learning

5. ⬭ keeping focused during online lectures　　⬭ Submitting work on time　　⬤ Using a new architecture software

6. ⬭ Call back　　⬤ Send money　　⬭ Visit her

7. ⬤ She is busy with her project　　⬭ She can't afford it　　⬭ The airport are closed

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

LISTENING 2 (8 mks)

8. Her farther

9. *Six years old*

10. Horse riding lesson

11. Videos of cooking – cooking videos

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12. ⬭ parents   ⬭ adults   ⬤ students

13. ⬤ Expand her business   ⬭ Help her father   ⬭ Produce films

14. ⬭ Launch more websites   ⬭ Get a job   ⬤ Join a college

15. ⬭ Setting up a business   ⬤ Healthy cooking   ⬭ Communication skills

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Notes: One mark each.

Qs 8-11: (i) *Notes*: 1) **Grammatical mistakes** *should be ignored, as long as it is clear that the substance of the answer is correct.*

    *2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:*
        *(a) Certain key letters **must** be included: No. :   No. :*
        *(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling.*
        *(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.*

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 12-15: Responses must be indicated clearly.

VOCABULARY 1 (2.5 mks)			
16. ⬭ crazy	⬭ tiny	⬭ cozy	⬭ costly
17. ⬭ active	⬭ massive	⬭ effective	⬭ restive
18. ⬭ mislead	⬭ Cheerlead	⬭ out lead	⬭ repeat
19. ⬭ imports	⬭ exports	⬭ sorts	⬭ treads
20. ⬭ noisy	⬭ calm	⬭ quit	⬭ strong

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

GRAMMAR (2.5 mks)	
21. is	**24.** as
22. checked	**25.** were
23. since	

Notes: *Half-a-mark each. Spelling <u>must</u> be correct.*

GRAMMAR/Vocabulary (5 mks)			
26. ⬤ active	⬭ passive	⬭ unhealthy	⬭ wrong
27. ⬤ online	⬭ impossible	⬭ offline	⬭ unimportant
28. ⬭ get	⬤ avoid	⬭ study	⬭ work
29. ⬭ exams	⬭ diet	⬭ advice	⬤ exercises
30. ⬭ medicine	⬭ drugs	⬤ sleep	⬭ food

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

READING 1 (7 mks)			READING 2 (8 mks)			
	True	**False**	**38.** ⬭ Working	⬤ eating		⬭ travelling
31.	⬭	⬤	**39.** ⬭ Party	⬤ Tennis yard		⬭ gym
32.	⬭	⬤	**40.** ⬭ Pizza	⬭ Sochi		⬤ Donut
33.	⬭	⬤	**41.** ⬭ Sleeping	⬭ Fighting		⬤ Studying
34.	⬭	⬤	**42.** ⬤ 82	⬭ 88		⬭ 80
35.	⬤	⬭	**43.** ⬭ red	⬤ pink		⬭ Purple
36.	⬭	⬤	**44.** ⬭ shoes	⬭ blanket		⬤ Cloth
37.	⬤	⬭	**45.** ⬭ amazing	⬭ boring		⬤ Awful

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

READING 3 (10 mks)

46.	Scotland
47.	twenty / 20
48.	adventure stories
49.	1891
50.	to 'die' in an accident
51.	his wife died of tuberculosis

52.	⬭ Russan	⬤ Irish	⬭ Canadians
53.	⬭ 4years	⬤ 5years	⬭ 6years
54.	⬭ Funny	⬭ crazy	⬤ scary
55.	⬭ 55	⬭ 56	⬤ 60

Notes: One mark each.

_Qs 46-51_: 1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should consist of <u>not more than four words</u>.
(_Note_: When counting the words, do <u>not</u> include any words provided by the exam-writers.) Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.

_Qs 52-55_: Responses must be indicated <u>clearly</u>.

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 well be different individual ways of approaching a task or interpreting a picture (or set of pictures), 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.*

	WRITING 1 (10 mks)
10	–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.
8	– 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
6	– 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
4	_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.
2	–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	_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	– 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	–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	– 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	– 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	–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	_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/ VCB/ GRM/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So there should <u>never</u> be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

1) <u>No</u> <u>action</u> <u>required</u>:   With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
2) <u>Action</u> <u>required</u>:   With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 3a), there <u>may</u> 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 <u>may</u> sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

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

2) <u>Unacceptable</u> <u>differences</u>: 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.

[* <u>Note</u>: This means that, even though the computer screen shows <u>all</u> the possible <u>final</u> scores, **individual** markers should **only** use those scores which are mentioned in the scale.]