

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Reading 1 (Items 1 – 8)**(8 marks)**

Read the text. Are the statements True or False?

For each item, shade in the bubble () under the correct option.

The *Cheese-Rolling Festival* has been held in the English village of Cooper's Hill ever since the fifteenth century. It features a series of races down the hill. Participants are split into different groups for different races: men, women, boys (under 15), and girls (likewise). The focus of each race is a large, round piece of locally-produced cheese, weighing about 5 kilos and protected on the sides by a wooden frame, so that it rolls like a wheel.

At the start of each race, this cheese is rolled down from the top of the hill, and the competitors have to race after it. This can be rather dangerous, and every year one or two racers are injured, though never seriously. The first person to reach the cheese at the bottom of the hill and pick it up is the winner.

After 2000, the festival became increasingly popular, and this caused problems for the organizers. In 2009, for example, 15,000 people showed up! So, the following year, it was cancelled because of worries about health-and-safety and traffic management. However, in 2011, the event was re-started. Since then, because of improved organization and a strict limit of only 5,000 spectators, it has been trouble-free.

Statements	True	False
1. The festival started fifteen years ago.	<input type="radio"/>	<input type="radio"/>
2. There are four different races.	<input type="radio"/>	<input type="radio"/>
3. Competitors have to run up a steep hill.	<input type="radio"/>	<input type="radio"/>
4. At the same time, they have to carry a heavy cheese.	<input type="radio"/>	<input type="radio"/>
5. Only English cheese is used.	<input type="radio"/>	<input type="radio"/>
6. People are sometimes badly injured.	<input type="radio"/>	<input type="radio"/>
7. The event did not take place in 2010.	<input type="radio"/>	<input type="radio"/>
8. Every year, more and more people come to the festival.	<input type="radio"/>	<input type="radio"/>

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Reading 2 (Items 9 – 14)**(12 marks)***Read the text. Then complete the task.*

Last summer, David decided to go on holiday to Phuket Island in Thailand. He took his wife and his teenage son and daughter with him. David is a very well-organised, serious person, so he made all the arrangements himself, paying attention to every detail.

The day after their arrival, he wanted the family to do some sight-seeing, so he planned a visit to an ancient Buddhist temple on a hill-top in the middle of the island. They were not very keen on the idea, preferring to laze around on the beach instead. However, he was eventually able to persuade them.

David had rented a car with a driver to take them to the temple. On the way, the children were still complaining, but when they arrived, they could see that their father had made a good choice. It was a nice old building, and it was interesting to see the religious ceremonies. But the best thing of all was the magnificent view of the surrounding countryside.

After a while, they were tired and hungry, so the driver took them to a restaurant nearby. The children didn't want to try Thai food, but after some persuasion from David, his son finally agreed. His daughter, however, insisted on ordering an omelette with french fries!

Everyone enjoyed their food, but then, at the end of the meal, there was a problem. David was going to pay the bill, but he couldn't find his wallet! He felt so embarrassed and angry with himself! His wife tried to use her credit card, but it didn't work. Finally, David hurried to the car to check. The wallet wasn't there, but when their driver heard what had happened, he gave David the money he needed. Of course, David paid him back as soon as they reached the hotel — the wallet was on his bedside table — along with a big tip!

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Reading 2 (continued)

For each item, write a short answer (*not more than FOUR WORDS*).

9. Whose idea was it to go to Thailand?

10. How did they spend the second day of the holiday?

They went to _____

11. When they were there, what did they enjoy most?

12. At the restaurant, who did **not** eat Thai food?

13. What went wrong for David afterwards?

14. Who was able to help him?

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READING 1 (8 mks)		READING 2 (12 mks)
TRUE	FALSE	
1. <input type="radio"/>	<input checked="" type="radio"/>	9. David / David's
2. <input checked="" type="radio"/>	<input type="radio"/>	10. (a)(Buddhist) temple
3. <input type="radio"/>	<input checked="" type="radio"/>	11. (the)(magnificent) view / scenery/ countryside
4. <input type="radio"/>	<input checked="" type="radio"/>	12. (his) daughter
5. <input checked="" type="radio"/>	<input type="radio"/>	13. no wallet / forgot/couldn't find wallet / wallet lost/missing
6. <input type="radio"/>	<input checked="" type="radio"/>	14. (his) driver
7. <input checked="" type="radio"/>	<input type="radio"/>	
8. <input type="radio"/>	<input checked="" type="radio"/>	
<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>		<p><i>Notes: Two marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p>



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	<ul style="list-style-type: none"> – Presents all the information* fully and clearly. – Writing is well-organised and coherent. Only minor language errors.
8	<ul style="list-style-type: none"> – Presents most of the information* clearly enough. – Language is mostly correct, despite a few noticeable errors.
6	<ul style="list-style-type: none"> – Presents a reasonable amount of information*, but with some gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
4	<ul style="list-style-type: none"> – Manages to present only a limited amount of information*; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
2	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information*. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>
<p>* See <u>both</u> the picture <u>and</u> the information points provided.</p>	



WRITING 2 (10 mks)

10	<ul style="list-style-type: none">– Impact on intended reader is <u>very positive</u>.– Writing clearly succeeds in achieving its purpose.– Uses language which is appropriate to the reader and context.– A fair range of structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none">– Impact on intended reader is <u>fairly positive</u>.– Writing has reasonable success in achieving its purpose.– There are clear attempts to use language appropriate to the reader and context.– Grammar and vocabulary are reasonably correct, though limited in range.
6	<ul style="list-style-type: none">– Impact on intended reader is <u>mixed</u>.– Writing has partially achieved its main purpose, but:– Some of the language used is inappropriate to the reader and context.– There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none">– Impact on intended reader is <u>rather negative</u>.– Writing only has very limited success in achieving its purpose.– There is little evidence of any attempt to use appropriate language.– Grammar/Vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none">– Impact on intended reader is <u>very negative</u>.– Writing clearly fails to achieve its intended purpose.– There is little evidence of any attempt to use appropriate language.– The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

Note 1: The task is to write an **e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct two marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.



WRITING 3 (15 mks)	
15	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. – The text is coherent and easy to read. Not many language errors.
12	<ul style="list-style-type: none"> – Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
9	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a limited way. – Language used is limited in range and/or contains quite frequent errors.
6	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
3	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to tell the story. Very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

WRITING 4 (15 mks)	
15	<ul style="list-style-type: none"> – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
12	<ul style="list-style-type: none"> – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.
9	<ul style="list-style-type: none"> – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	<ul style="list-style-type: none"> – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.
3	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.
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>

ARRIVING AT FINAL SCORES

READING: In this section, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

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

- 1) **No action required:** With (machine-marked) 'Multiple Choice', 'Matching' or 'True/False' items — i.e. in RDG 1 — discrepancies are automatically excluded by the *ePen* marking system.
- 2) **Action required:** With 'short answer' items, where the student has to write something down — i.e. in RDG 2 — 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 all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales 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. The system will automatically produce the mathematical average of the two scores [**Note:** However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
- 2) **Unacceptable differences:** However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator must read the student's response and, after due consideration, decide on an appropriate mark.

* CALCULATION OF AVERAGES:

WRT 1		WRT 2		WRT 3		WRT 4	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	15 / 12	13½	15 / 12	13½
8 / 6	7	8 / 6	7	12 / 9	10½	12 / 9	10½
6 / 4	5	6 / 4	5	9 / 6	7½	9 / 6	7½
4 / 2	3	4 / 2	3	6 / 3	4½	6 / 3	4½
2 / 0	1	2 / 0	1	3 / 0	1½	3 / 0	1½

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). 'Half-marks' or 'in-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator (see 'Acceptable differences').

[* **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.]