



**ENGLISH LANGUAGE TEST**  
**GRADE ELEVEN 'ELECTIVE'**  
**Semester One**  
**Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**  
**Time: 2½ hours**                      **Pages: 13**

<b>ELEMENT</b>		<b>Marks</b>		<b>Red Marker</b>	<b>Green Marker</b>	<b>Blue Checker</b>
				<b>Name</b>	<b>Name</b>	<b>Name</b>
<b>LISTENING</b>	<b>15</b>					
<b>GRM/VCB</b>	<b>10</b>					
<b>READING</b>	<b>15</b>					
<b>WRITING</b>	<b>20</b>					
<b>TOTAL</b>	<b>60</b>					

**LISTENING 1 (Items 1-7)****(7 marks)**

You are going to hear a conversation between a man and his neighbour.  
Listen, and shade in the bubble  next to the correct option.

1. The man has not seen his neighbour for \_\_\_\_\_.  
 a week                       a month                       two months
  
2. The woman had gone to New York by \_\_\_\_\_.  
 car                               train                               plane
  
3. The man has been busy working in his \_\_\_\_\_.  
 office                               garden                               garage
  
4. The man met his wife in \_\_\_\_\_.  
 California                       Chicago                               New York
  
5. He moved to this neighbourhood because \_\_\_\_\_.  
 his wife asked him               he got a new job               he found a new house
  
6. In \_\_\_\_\_ the woman moved to this neighbourhood.  
 1998                               2013                               2016
  
7. The woman has been working for \_\_\_\_\_ years.  
 five                               ten                               thirty



**LISTENING 2 (Items 8-15)**

**(8 marks)**

*You are going to hear a talk about the different sides of the brain.*

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

8. What do the celebrities have in common?

\_\_\_\_\_

9. How many messages does the body send to the brain every second?

\_\_\_\_\_

10. Who has heavier brains?

\_\_\_\_\_

11. When does each side of the brain become stronger?

\_\_\_\_\_

**Part Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
12. As a lawyer, you are likely to have a stronger left brain.	<input type="radio"/>	<input type="radio"/>
13. A person with a strong left brain may not be practical.	<input type="radio"/>	<input type="radio"/>
14. A person with a strong right brain may be good at recognizing faces.	<input type="radio"/>	<input type="radio"/>
15. Some people can use both sides of the brain at the same time.	<input type="radio"/>	<input type="radio"/>

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**LISTENING  
SCORE**

15

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, Shade in the bubble  under the correct option.

Speaker A: Hi, are you going anywhere special tonight? How about coming with me to Haitham Rafi's live music <sup>(1)</sup> \_\_\_\_\_ at Al Qurm Theatre?

Speaker B: That would be great. I saw the advertisement <sup>(2)</sup> \_\_\_\_\_ for it only yesterday.

Speaker A: We need to go early as lots of people will be there. He is so popular. His music inspires his <sup>(3)</sup> \_\_\_\_\_ to sing along with him.

Speaker B: I can't wait! By the way, I heard that today is his last show for this season. He is going with his family on a <sup>(4)</sup> \_\_\_\_\_ from Muscat to Mumbai. It seems he does not like flying!

Speaker A: Yes, that is correct. I heard they love his singing there. He is a <sup>(5)</sup> \_\_\_\_\_ in India.

Speaker B: Of course, he is! He won 'The Heart of India' talent competition last year.

audience    celebrity    chart    concert    cruise    imagination    occupation    poster

- |           |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>1.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>2.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>3.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>4.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>5.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR/VOCABULARY 2 (Items 6–10)****(2½ marks)**

Complete each sentence with **ONE** word only.

6. She has \_\_\_\_\_ living in Liverpool all her life.
7. The game has not started \_\_\_\_\_. Come on, let's go!
8. They have gone away for a few days, \_\_\_\_\_ they?
9. Please be quiet. The children \_\_\_\_\_ sleeping.
10. I want to live in a place \_\_\_\_\_ there is lots to do.

**GRAMMAR/VOCABULARY 3 (Items 11–20)****(5 marks)**

For each item, shade in the bubble  next to the correct option.

These days, it <sup>(11)</sup> \_\_\_\_\_ that people have too little time to read books because they are so <sup>(12)</sup> \_\_\_\_\_. Sometimes you see people reading while travelling. <sup>(13)</sup> \_\_\_\_\_, travel is so fast nowadays, that most people only <sup>(14)</sup> \_\_\_\_\_ to take a newspaper or magazine <sup>(15)</sup> \_\_\_\_\_ them to read. Then when they <sup>(16)</sup> \_\_\_\_\_ home from work, there are so many <sup>(17)</sup> \_\_\_\_\_ distractions such as social media Apps. For instance, Instagram, Snapchat, and Facebook take up peoples' time so they have <sup>(18)</sup> \_\_\_\_\_ time to read. People need to learn to <sup>(19)</sup> \_\_\_\_\_ books so that books do not <sup>(20)</sup> \_\_\_\_\_ a thing of the past, only seen in museums.

11.  notices       seems       allows       checks
12.  crowded       full       busy       tight
13.  Although       However       As a result       So
14.  manage       manages       managed       managing
15.  from       by       with       to
16.  get       climb       carry       board
17.  another       other       others       neither
18.  less       a lot       lots       few
19.  value       values       valued       valuing
20.  begin       become       bring       believe

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**GRM/VCB  
SCORE**

10

**READING 1 (Items 1-7)****(7 marks)**

*Read the following letter/ e-mail. Then complete the task.*

Dear Sir,

I am writing this reference at the request of Maryam Ali who has applied for the English Learners' programme at your college.

I have known Maryam since she joined our school and have had the pleasure of teaching her since January 2016. She has always impressed me with her ability to organize and manage different activities in our school, in particular the English Club. She has consistently demonstrated a love of learning, and is committed to achieving her ambitions. What distinguishes Maryam from other students, is her passion for reading and her thirst for knowledge.

During her time at school, Maryam started a group which is called 'English for Everyone'. She has created a fruitful environment in which students can discuss topics in English in a friendly and less academic manner. She is also an active participant in all English club discussions, and is always ready to support other students who might struggle in English. She is also responsible for English assemblies which are held every fortnight. Moreover, she has conducted workshops not only for students, but for teachers as well.

Her caring nature allows her to work well with others in a team setting, as she always respects others' opinions. As you may have already realised, she is an extrovert who has got very strong leadership skills. She participated in the 'Takatuf' programme last year. She was honoured as the most promising student by Takatuf board members.

Furthermore, she is very creative and her designs for various companies' logos have won many awards both at a national and international level. I strongly recommend that Maryam be accepted onto the English Learners' Programme. She will prove herself to be a very able participant who will add a lot of value to the programme. Please feel free to contact me either by phone 24604546 or by email [shambala@omantel.net.om](mailto:shambala@omantel.net.om) if you have any further questions regarding Maryam.

Yours sincerely,

Mrs.Wafa

English Teacher

**READING 1 (continued)**

**Task:** For each item, shade in the bubble  next to the correct option.

1. The teacher has known Maryam for the past \_\_\_\_\_ years.  
 two                                       three                                       four
2. Maryam is \_\_\_\_\_ student.  
 a weak                                       an average                                       a smart
3. 'English for Everyone' is a \_\_\_\_\_.  
 class book                                       students' group                                       teachers' community
4. English assemblies in Maryam's school are held every \_\_\_\_\_.  
 day                                       week                                       two weeks
5. Maryam can be described as \_\_\_\_\_.  
 bossy                                       co-operative                                       selfish
6. Maryam has won many competitions \_\_\_\_\_.  
 in Oman                                       overseas                                       both (in Oman and overseas)
7. The writer supports Maryam's enrolment onto a \_\_\_\_\_ programme.  
 scholarship                                       design                                       language





**READING 2 (Items 8-15)****(8 marks)**

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

When Ameera arrives home from school, she always gets a glass of chocolate milk and then goes upstairs to her bedroom. This is her favourite time of day. The house is quiet, and she can play with her hamsters. Ameera has got two of them. Their names are Zoe and Zelda and they live in a cage in her bedroom. Ameera knows that most people do not like hamsters, because they think they are dirty. A year ago, she did not like them either. Then, one day, her friend Martina showed Ameera her hamsters. Ameera could see how intelligent and affectionate they were.

When one of Martina's hamsters had babies, Ameera asked her Mum if she could have two for her birthday present. Her Mum and Dad did not like the idea, but then Ameera got an excellent school report so they decided to give her the present she wanted. 'There's one very important rule', said her Mum. 'The hamsters live in your bedroom and they must never go into any other rooms in the house, in particular the kitchen!'

One day when Ameera was in her room, she opened the cage. First, she picked up Zelda and put her on the floor. Then she put Zoe on her shoulder. Zelda loved to explore. She climbed the furniture and went under Ameera's bed. Zoe was quieter and liked sitting on Ameera's shoulder. Shortly afterwards Mum knocked on the door. 'Hi, Ameera, I am going to my aerobics class. I'll be back at seven o'clock. Dad's on his way home. He's making pasta tonight so be sure to help him.' 'OK, Mum. See you later.'

Mum closed the door. Ameera put Zoe back in the cage and called Zelda. 'Zelda, where are you?' Zelda usually came when her name was called but this time she did not. Ameera started to look for her. 'She must be here somewhere,' thought Ameera, 'Oh no! Mum was here, and Mum opened the door! Zelda could be in the bathroom or living room, or even the kitchen!' Ameera started to search everywhere but she could not find Zelda.

'Hi, Ameera!' said Dad as he came into the kitchen with a bag of tomatoes and pasta. 'Are you OK?' 'Yes, I'm... I'm fine', but she was not fine, and she needed Dad's help. 'Dad, I've ...I've lost Zelda!'. 'I see,' said Dad. 'Don't worry, we'll find her. She can't have gone far!' Ameera and her dad looked all over the house, but they could not find Zelda anywhere. Then, Ameera heard a key in the door and Mum saying, 'It's me, I'm home'. 'Oh, no!' thought Ameera. 'Mum's going to be so angry!' She decided to run up to her room and wait for Dad to tell Mum about Zelda. Then Ameera heard her Dad laughing. Her Mum called out, 'Ameera come downstairs now'. She went downstairs and there was Mum with a big smile on her face and Zelda sitting on her shoulder!

'Oh, Mum, you found her! Where was she?'

'Well, when I arrived at the gym, I opened my bag and found her. She was sleeping in one of my shoes'. 'Oh, I am so sorry Mum' 'It's alright Ameera' I picked her up for the first time and you know what I think I like Zelda, and also Zoe.

**READING 2 (continued)**

8. What was Ameera's favourite time of day?

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9. What rules did Ameera's Mum insist upon?

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10. Why does Ameera prefer Zoe?

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11. What did Mum ask Ameera to do?

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12. How did Zelda escape from the bedroom?

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13. Why did Ameera stay in her room after her Mum had returned home?

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14. Where was Zelda found?

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15. By the end of the story, who had changed their mind about hamsters?

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**READING  
SCORE**

<b>15</b>

**WRITING 1**

**(10 marks)**

Write at least **100 words** on the following topic:

**“A review about a day trip”**

You need to include the following:

- Describe your favourite day trip (Give reasons)
- Its positive and negative points
- Concluding remarks

Your writing should be *interesting* and *well organized*.

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**WRITING 2 (continued)**

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<b>Marker A</b>	<b>Marker B</b>	<b>Average</b>

<b>WRITING</b>	
<b>SCORE</b>	<b>20</b>

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LISTENING 1 (7 mks)

- |    |   |   |  |
|----|---|---|--|
| 1. | <input type="radio"/> a week                | <input checked="" type="radio"/> a month          | <input type="radio"/> two months           |
| 2. | <input type="radio"/> car                   | <input type="radio"/> train                       | <input checked="" type="radio"/> plane     |
| 3. | <input type="radio"/> office                | <input checked="" type="radio"/> garden           | <input type="radio"/> garage               |
| 4. | <input checked="" type="radio"/> California | <input type="radio"/> Chicago                     | <input type="radio"/> New York             |
| 5. | <input type="radio"/> his wife asked him    | <input checked="" type="radio"/> he got a new job | <input type="radio"/> he found a new house |
| 6. | <input type="radio"/> 1998                  | <input type="radio"/> 2013                        | <input checked="" type="radio"/> 2016      |
| 7. | <input type="radio"/> five                  | <input checked="" type="radio"/> ten              | <input type="radio"/> thirty               |

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

## LISTENING 2 (8 mks)

8. They're left handed
9. Million messages / More than a million
10. Less intelligent people / Less smart / Less clever (all correct)
11. A child/ When you are young / When you are a child ( all correct)

12. True
13. False
14. True
15. True

*Notes: One mark each.*

*Qs 8-11: (i) Notes: 1) **Grammatical mistakes:** These 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 the following criteria is met:*

*\*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.*



GRM/ VCB 1 (2.5 mks)								
	audience	celebrity	chart	concert	cruise	imagination	occupation	poster
1.	<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"/>
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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

GRM/ VCB 2 (2.5 mks)	
6. been	9. are
7. yet	10. where
8. haven't	

*Notes: Half-a-mark each. Spelling must be correct.*

GRM/ VCB 3 (5 mks)								
11.	<input type="radio"/>	notices	<input checked="" type="radio"/>	seems	<input type="radio"/>	allows	<input type="radio"/>	checks
12.	<input type="radio"/>	crowded	<input type="radio"/>	full	<input checked="" type="radio"/>	busy	<input type="radio"/>	tight
13.	<input type="radio"/>	Although	<input checked="" type="radio"/>	However	<input type="radio"/>	As a result	<input type="radio"/>	So
14.	<input checked="" type="radio"/>	manage	<input type="radio"/>	manages	<input type="radio"/>	managed	<input type="radio"/>	managing
15.	<input type="radio"/>	from	<input type="radio"/>	by	<input checked="" type="radio"/>	with	<input type="radio"/>	to
16.	<input checked="" type="radio"/>	get	<input type="radio"/>	climb	<input type="radio"/>	carry	<input type="radio"/>	board
17.	<input type="radio"/>	another	<input checked="" type="radio"/>	other	<input type="radio"/>	others	<input type="radio"/>	neither
18.	<input checked="" type="radio"/>	less	<input type="radio"/>	a lot	<input type="radio"/>	lots	<input type="radio"/>	few
19.	<input checked="" type="radio"/>	value	<input type="radio"/>	values	<input type="radio"/>	valued	<input type="radio"/>	valuing
20.	<input type="radio"/>	begin	<input checked="" type="radio"/>	become	<input type="radio"/>	bring	<input type="radio"/>	believe

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

## READING 1 (7 mks)

- |    |                                      |  |  |
|----|--------------------------------------|--|--|
| 1. | <input checked="" type="radio"/> two | <input type="radio"/> three                      | <input type="radio"/> four                                   |
| 2. | <input type="radio"/> a weak         | <input type="radio"/> an average                 | <input checked="" type="radio"/> a smart                     |
| 3. | <input type="radio"/> a class book   | <input checked="" type="radio"/> students' group | <input type="radio"/> teachers' community                    |
| 4. | <input type="radio"/> day            | <input type="radio"/> week                       | <input checked="" type="radio"/> two weeks                   |
| 5. | <input type="radio"/> bossy          | <input checked="" type="radio"/> co-operative    | <input type="radio"/> selfish                                |
| 6. | <input type="radio"/> In Oman        | <input type="radio"/> overseas                   | <input checked="" type="radio"/> both (in Oman and overseas) |
| 7. | <input type="radio"/> scholarship    | <input type="radio"/> design                     | <input checked="" type="radio"/> language                    |

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

<b>READING 2 (8 mks)</b>	
<b>8.</b>	After school/ The afternoon.
<b>9.</b>	Keep them in the bedroom / Not to go to the kitchen / Not to go to another room.
<b>10.</b>	She is quiet/ She loves to sit on Ameera's shoulder.
<b>11.</b>	To help Dad.
<b>12.</b>	The door was open / Mum opened the door / When the door was opened.
<b>13.</b>	Her mum will be angry / She was scared/ terrified.
<b>14.</b>	In her Mum's shoes/ At the gym/ In Mum's bag
<b>15.</b>	Her Mum/ Ameera's Mum

*Notes: One mark each.*

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 be short.

*(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 convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

*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 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

### WRITING 1 (10 mks)

<b>10</b>	<ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are 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>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, 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>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are 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>_Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are 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>– Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</li> <li>– Language used is fully appropriate to the type of text.</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>– Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</li> <li>– Language used is mostly appropriate to the type of text.</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>– Manages to present relevant information, but only in a somewhat limited way.</li> <li>-Minimal use of details and examples.</li> <li>– Language used is reasonably appropriate to the type of text.</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>– Attempts to present information, but the results are obviously inadequate.</li> <li>_ Poor use of details and examples.</li> <li>– Language used is often inappropriate to the type of text.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Presents very little relevant information indeed.</li> <li>_ No use of details and examples.</li> <li>– Language used is wholly inappropriate to the type of text.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>
<b>0</b>	<p><i>No attempt at the task:</i> <u>EITHER</u> Irrelevant (completely unrelated to the topic 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 the picture and the information points provided.</u></p>	

### 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 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' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) Action required: With 'short answer' items (LST 2a, VCB 2, GRM 2, 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 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.]