****

READING 1 (6 mks)			READING 2 (9 mks)			
	True	False				
1.	●	○	7.	○ a rich	○ an artistic	● a poor
2.	○	●	8.	○ 8	● 10	○ 12
3.	○	●	9.	○ beauty	● physical skill	○ intelligence
4.	●	○	10.	● political	○ financial	○ professional
5.	○	●	11.	○ Europe	○ America	● Asia
6.	●	○	12.	○ modern	○ foreign	● traditional
Notes: One mark each. Responses must be indicated clearly.			*Notes: One-and-a-half marks each. 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 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (15 mks)	
15	– Impact on intended reader is very positive. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
12	– Impact on intended reader is fairly positive. – 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.
9	– Impact on intended reader is mixed. – 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.
6	– Impact on intended reader is rather negative. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar and vocabulary contain frequent serious errors.
3	– Impact on intended reader is very negative. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

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 three marks*** *from the content-score.*

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

WRITING 2 (15 mks)	
15	– 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	– 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	– 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	– 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	– A very 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	*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 3 (15 mks)	
15	– 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	– 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	– 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	– 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	– A very feeble attempt to tell the story: very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures) OR Hardly any writing at all, or not written in English. OR Complete nonsense.