



LISTENING 1 (7 mks)

- | | | |
|--|--|--|
| 1. <input type="radio"/> an illness | <input type="radio"/> a conference | <input checked="" type="radio"/> a holiday |
| 2. <input checked="" type="radio"/> heart | <input type="radio"/> stomach | <input type="radio"/> brain |
| 3. <input type="radio"/> yesterday | <input checked="" type="radio"/> last week | <input type="radio"/> two weeks ago |
| 4. <input checked="" type="radio"/> vomiting | <input type="radio"/> diarrhoea | <input type="radio"/> chest pains |
| 5. <input type="radio"/> some medicine | <input type="radio"/> an injection | <input checked="" type="radio"/> some water |
| 6. <input checked="" type="radio"/> wait and see what... | <input type="radio"/> consult another doctor | <input type="radio"/> do some blood tests |
| 7. <input type="radio"/> to have another operation | <input type="radio"/> had no visitors | <input checked="" type="radio"/> received bad news |

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

LISTENING 2 (8 mks)

- | | | |
|---|--|--|
| 8. one billion (people) / 14% of the (world's) population | | |
| 9. (the) United Nations/ (the) UN | | |
| 10. March | | |
| 11. 'Everyone, Everywhere' | | |
| 12. <input checked="" type="radio"/> drink only tap water | <input type="radio"/> recycle plastic bottles | <input type="radio"/> drink more water |
| 13. <input type="radio"/> water | <input type="radio"/> electricity | <input checked="" type="radio"/> oil |
| 14. <input type="radio"/> contains several untrue.. | <input type="radio"/> only repeats what is ... | <input checked="" type="radio"/> only focuses on one ... |
| 15. <input type="radio"/> medicines | <input checked="" type="radio"/> beauty products | <input type="radio"/> fast food |

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.



VOCABULARY 1 (2.5 mks)

	experts	funds	habitats	head-quarters	organ-isations	solutions	targets	tech-niques
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
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.

VOCABULARY 2 (2.5 mks)

6. <u>ancient</u>	9. <u>poverty</u>
7. <u>obey</u>	10. <u>roughly</u>
8. <u>judge</u>	

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

GRAMMAR 1 (2.5 mks)

1. <input type="radio"/> since	<input type="radio"/> for	<input type="radio"/> in	<input checked="" type="radio"/> on
2. <input checked="" type="radio"/> have to	<input type="radio"/> have	<input type="radio"/> had to	<input type="radio"/> had
3. <input checked="" type="radio"/> would	<input type="radio"/> will	<input type="radio"/> has	<input type="radio"/> can
4. <input type="radio"/> just had left	<input type="radio"/> just has left	<input checked="" type="radio"/> had just left	<input type="radio"/> has just left
5. <input type="radio"/> Because	<input type="radio"/> As a result	<input type="radio"/> According to	<input checked="" type="radio"/> Due to

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

GRAMMAR 2 (2.5 mks)

6. is	9. who/ that
7. been	10. for
8. as	

Notes: Half-a-mark each. Spelling must be correct, but ignore lower/upper case.

READING 1 (10 mks)

- | | | | |
|-----|---|--|--|
| 1. | <input type="radio"/> office furniture | <input checked="" type="radio"/> household items | <input type="radio"/> food products |
| 2. | <input type="radio"/> Personnel | <input type="radio"/> Sales | <input checked="" type="radio"/> Production |
| 3. | <input checked="" type="radio"/> school leavers | <input type="radio"/> experienced workers | <input type="radio"/> college graduates |
| 4. | <input type="radio"/> on TV | <input type="radio"/> in the newspaper | <input checked="" type="radio"/> on the radio |
| 5. | <input checked="" type="radio"/> there are too many ... | <input type="radio"/> candidates often don't .. | <input type="radio"/> interviews are too short |
| 6. | <input type="radio"/> too talkative | <input type="radio"/> very rude | <input checked="" type="radio"/> not well prepared |
| 7. | <input type="radio"/> too few | <input checked="" type="radio"/> the wrong kind of | <input type="radio"/> too many |
| 8. | <input checked="" type="radio"/> 20% | <input type="radio"/> 50% | <input type="radio"/> 80% |
| 9. | <input type="radio"/> honest with | <input checked="" type="radio"/> considerate towards | <input type="radio"/> strict with |
| 10. | <input type="radio"/> a newspaper | <input type="radio"/> potential candidates | <input checked="" type="radio"/> the management |

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

READING 2 (15 mks)

11. 70/ seventy
12. 24 hours/ one day
13. none/ nobody/ no one/ zero
14. he died/ killed himself/ shot himself/ committed suicide
15. his wife
- | | | | |
|-----|--|---|--|
| 16. | <input type="radio"/> monkeys | <input type="radio"/> bears | <input checked="" type="radio"/> big cats |
| 17. | <input type="radio"/> imported by the ... | <input checked="" type="radio"/> donated by people | <input type="radio"/> born there |
| 18. | <input type="radio"/> selling tickets to the.. | <input checked="" type="radio"/> working as a pilot | <input type="radio"/> writing articles |
| 19. | <input checked="" type="radio"/> financial | <input type="radio"/> marriage | <input type="radio"/> health |
| 20. | <input type="radio"/> didn't know | <input type="radio"/> had warned him | <input checked="" type="radio"/> did nothing |

Notes: One-and-a-half marks each.

Qs 11-15: (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 16-20: 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 well be different individual ways of approaching a task or interpreting the instructions, 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.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents a lot of relevant information, clearly and in an interesting way. – Writing is well-organised and coherent. Only minor language errors.
8	<ul style="list-style-type: none"> – Presents a good amount of relevant information, clearly enough. – Language is mostly correct, despite a few noticeable errors.
6	<ul style="list-style-type: none"> – Presents a reasonable amount of relevant 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 relevant 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 relevant information. – 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>


 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 grammatical 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 and 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 grammar and vocabulary 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> 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>

Note 1: The task is to write a **letter**, 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 letter 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.

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 2a), 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.]