

LISTENING 1 (6 mks)		
1. <input type="radio"/> working	<input type="radio"/> shopping	<input checked="" type="radio"/> walking
2. <input type="radio"/> an unpaid bill	<input checked="" type="radio"/> repairs	<input type="radio"/> flood
3. <input type="radio"/> 4 p.m.	<input checked="" type="radio"/> 8 p.m.	<input type="radio"/> tomorrow morning
4. <input checked="" type="radio"/> man's boss	<input type="radio"/> woman's sister	<input type="radio"/> man's brother
5. <input type="radio"/> cancel the lunch	<input checked="" type="radio"/> go to a restaurant	<input type="radio"/> use bottled water
6. <input checked="" type="radio"/> make a phone call	<input type="radio"/> send a text message	<input type="radio"/> write an e-mail

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

LISTENING 2 (5 mks)
7. Japan
8. 8 years/ eight years/ from 1976 to 1984
9. earthquake
10. 2003
11. Sweden

Notes: 1) Grammatical mistakes (e.g. 'eight year', 'Japanese', 'earthquakes', etc.): These should be ignored, as long as it is clear that the substance of the answer is correct.

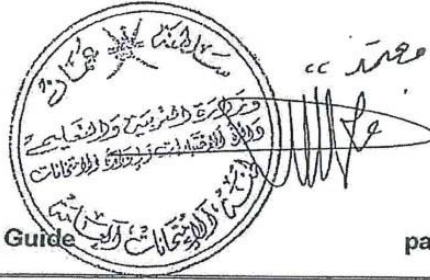
2) Genuine spelling mistakes — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as ALL of the following criteria are met:

(a) Certain key letters must be included: No. 7: Jap(b)an, No. 9: earthquake, No. 11: Sweden.

(b) In cases where letters are 'optional', the mis-spelling must be close to the correct spelling. (e.g. accept 'Sweedn'; but not 'Swaden'.)

(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.



LISTENING 3 (4 mks)						
	working in a factory	congratulating someone	working in a lab	visiting a sick person	editing an article	raising money
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

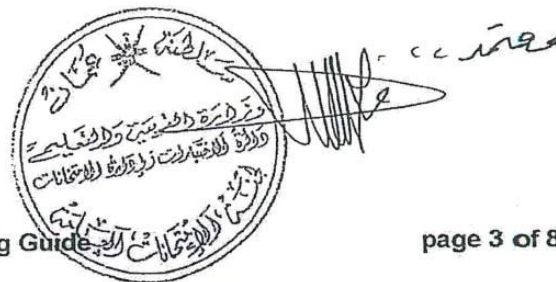
Notes: One mark each. Responses must be indicated clearly.

VOCABULARY 1 (2.5 mks)								
	borrowed	collected	escaped	inspired	published	selected	sold	wasted
1.	<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"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

VOCAB 2 (2.5 mks)	
6.	<u>wise</u>
7.	<u>lend</u>
8.	<u>gain</u>
9.	<u>belong</u>
10.	<u>confident</u>

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



GRAMMAR 1 (2.5 mks)			
1. <input type="radio"/> that	<input type="radio"/> then	<input checked="" type="radio"/> where	<input type="radio"/> which
2. <input type="radio"/> nowhere	<input type="radio"/> everywhere	<input checked="" type="radio"/> anywhere	<input type="radio"/> somewhere
3. <input checked="" type="radio"/> for	<input type="radio"/> until	<input type="radio"/> since	<input type="radio"/> in
4. <input type="radio"/> Did	<input checked="" type="radio"/> Has	<input type="radio"/> Will	<input type="radio"/> Was
5. <input checked="" type="radio"/> was blocked	<input type="radio"/> is blocking	<input type="radio"/> was blocking	<input type="radio"/> is blocked

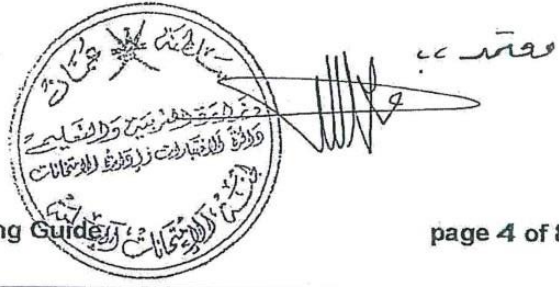
Notes: Half-a-mark each. Responses must be indicated clearly.

GRAMMAR 2 (2.5 mks)
6. did
7. a
8. Will
9. to
10. Would

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

READING 1 (7 mks)									
	A	B	C	D	E	F	G	H	I
1.	<input type="radio"/>	<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"/>
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"/>	<input type="radio"/>
3.	<input type="radio"/>	<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"/>
4.	<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"/>	<input type="radio"/>
5.	<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"/>	<input type="radio"/>
6.	<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"/>	<input type="radio"/>
7.	<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"/>	<input type="radio"/>

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



READING 2 (6 mks)		
8. <input checked="" type="radio"/> doctor	<input type="radio"/> sportsman	<input type="radio"/> journalist
9. <input type="radio"/> television	<input checked="" type="radio"/> newspapers	<input type="radio"/> books
10. <input type="radio"/> football	<input checked="" type="radio"/> rugby	<input type="radio"/> cycling
11. <input type="radio"/> lose his skill	<input checked="" type="radio"/> be injured	<input type="radio"/> waste his money
12. <input checked="" type="radio"/> 33	<input type="radio"/> 35	<input type="radio"/> 37
13. <input type="radio"/> unemployed	<input type="radio"/> a football coach	<input checked="" type="radio"/> a businessman

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

READING 3 (12 mks)		
14. 5/ five years / from 1698 to 1703		
15. none/ nobody/ no one/ zero/		
16. (in the) lighthouse		
17. 1888		
18. <input type="radio"/> on the English coast	<input checked="" type="radio"/> in the open sea	<input type="radio"/> on the French coast
19. <input type="radio"/> the government	<input checked="" type="radio"/> Winstanley himself	<input type="radio"/> shipowners
20. <input type="radio"/> Winstanley became very ill		
<input type="radio"/> his workers were not helpful		
<input checked="" type="radio"/> the weather was terrible		
21. <input type="radio"/> wood	<input type="radio"/> stone	<input checked="" type="radio"/> wood & stone

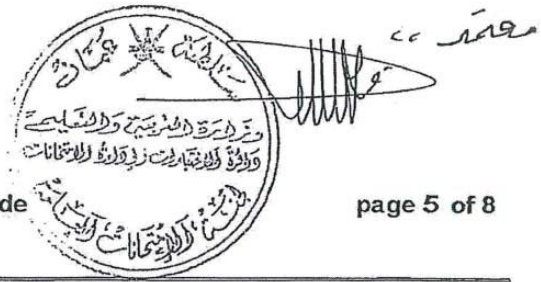
Notes: One-and-a-half marks each.

Qs 14-17: 1) **Grammatical mistakes** (e.g. 'five year') 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.

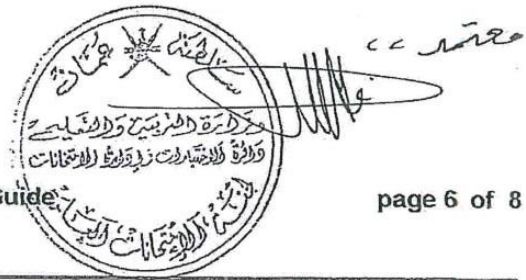
3) As stated in the instructions, answers should consist of **not more than four words**. (Note: When counting the words, do **not** include any words provided by the exam-writers.) Longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student 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.

Qs 18-21: Responses must be indicated clearly.



WRITING (GENERAL NOTES)	
<ul style="list-style-type: none"> • <i>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.</i> • <i>There may well be different individual ways of approaching tasks or of interpreting information-points, 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.</i> • <i>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.</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 8 of this Marking Guide. 	

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents relevant information fully, clearly, and in an interesting way. – Writing is well-organised and coherent. Only minor language errors.
3	<ul style="list-style-type: none"> – Presents a good quantity of relevant information clearly enough. – Language is mostly correct, but writing sometimes lacks coherence.
2	<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.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task. 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/ information provided) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>



WRITING 2 (6 mks)

Important Note: This 'Situational Writing' task will be marked using ONE of the following four Rating Scales, depending on the type of Writing involved: Narrative, Evaluative, Informative or Interactive.

For this particular paper, the exam-writers have chosen an **EVALUATIVE** task.

EVALUATIVE

6	<ul style="list-style-type: none"> - Discusses the topic in a lively, interesting way, making very effective use of supporting arguments. - Writing is well-organised and clear. Few language errors.
5	<ul style="list-style-type: none"> - Discusses the topic well enough, but use of supporting arguments is not fully effective. - Language is mostly correct, despite some noticeable errors.
4	<ul style="list-style-type: none"> - Discusses the topic and expresses opinions, but use of supporting arguments is sometimes unclear or unconvincing. - Language is reasonably correct, but writing sometimes lacks coherence.
3	<ul style="list-style-type: none"> - Manages some discussion of the topic, but only in a limited way. - Language contains frequent errors, some of which obscure meaning.
2	<ul style="list-style-type: none"> - Makes an attempt to discuss the topic, but the result is confusing and clearly inadequate. - Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> - A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. - Language used is extremely limited and/or seriously distorted.
0	<p>No attempt at the task: <u>EITHER</u> Irrelevant. (Not related to the topic or task.) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

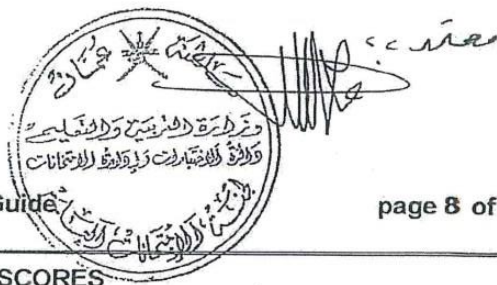


WRITING 3 (10 mks)

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) <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.



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, 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		WRT 3	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
4 / 3	3½	6 / 5	5½	10 / 8	9
3 / 2	2½	5 / 4	4½	8 / 6	7
2 / 1	1½	4 / 3	3½	6 / 4	5
1 / 0	½	3 / 2	2½	4 / 2	3
#####		2 / 1	1½	2 / 0	1
#####		1 / 0	½	#####	

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.

[* 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.]