



LISTENING 1 (6 mks)

- | | | |
|---|---|--|
| 1. <input checked="" type="radio"/> heart disease | <input type="radio"/> cancer | <input type="radio"/> diabetes |
| 2. <input type="radio"/> at the sports stadium | <input type="radio"/> in the city centre | <input checked="" type="radio"/> on the coast road |
| 3. <input type="radio"/> teachers | <input type="radio"/> parents | <input checked="" type="radio"/> students |
| 4. <input type="radio"/> 2 rials | <input checked="" type="radio"/> 5 rials | <input type="radio"/> 10 rials |
| 5. <input checked="" type="radio"/> clothes | <input type="radio"/> posters | <input type="radio"/> drinks |
| 6. <input type="radio"/> next week | <input checked="" type="radio"/> in two weeks | <input type="radio"/> in October |

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

LISTENING 2 (5 mks)

7. 58 / fifty-eight
8. 'Save (Our) Sailors' / 'SOS'
9. 2013 / this year
10. training/ teaching/ courses
11. Ireland

Notes: 1) One mark each.

2) **Grammatical mistakes** (e.g. 'Save Our Sailor', 'course', 'trainings', etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

3) **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. 8: **Sailor(s)**, No. 11: **Ireland**.

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

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

4) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.



LISTENING 3 (4 mks)						
	at home	at a clinic	on a plane	at a police station	in a restaurant	at a travel agency
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

VOCABULARY 1 (2.5 mks)								
	depend	generate	happen	mix	promote	reduce	save	switch
1.	<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"/>
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 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"/>
5.	<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: Half-a-mark each. Responses must be indicated clearly.

VOCABULARY 2 (2.5 mks)	
6. <u>storm</u> 7. <u>guide</u> / <u>guard</u> 8. <u>accident</u>	9. <u>deliver</u> 10. <u>employ</u>

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

GRAMMAR 1 (2.5 mks)				
1.	<input type="radio"/> learned	<input type="radio"/> learns	<input checked="" type="radio"/> learn	<input type="radio"/> learning
2.	<input type="radio"/> sits	<input checked="" type="radio"/> sat	<input type="radio"/> has sat	<input type="radio"/> sitting
3.	<input type="radio"/> since	<input type="radio"/> at	<input type="radio"/> from	<input checked="" type="radio"/> for
4.	<input checked="" type="radio"/> was driving	<input type="radio"/> drove	<input type="radio"/> had driven	<input type="radio"/> has driven
5.	<input type="radio"/> is built	<input type="radio"/> builds	<input checked="" type="radio"/> was built	<input type="radio"/> built

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



GRAMMAR 2 (2.5 mks)	
6. an 7. in 8. to	9. has/ 's 10. am/ 'm
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, but ignore upper/lower case and apostrophes.</i>	

READING 1 (7 mks)									
	A	B	C	D	E	F	G	H	I
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"/>	<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 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"/>	<input type="radio"/>
4.	<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"/>
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"/>	<input type="radio"/>
6.	<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"/>	<input type="radio"/>
7.	<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"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>									

READING 2 (6 mks)		
8. <input checked="" type="radio"/> journalist	9. <input type="radio"/> North America	10. <input checked="" type="radio"/> transport
<input type="radio"/> engineer	<input checked="" type="radio"/> Asia	<input type="radio"/> hotels
<input type="radio"/> tourist guide	<input type="radio"/> Europe	<input type="radio"/> museums
11. <input type="radio"/> reporter	<input type="radio"/> doctor	<input checked="" type="radio"/> teacher
12. <input type="radio"/> economy	<input type="radio"/> environment	<input checked="" type="radio"/> culture
13. <input checked="" type="radio"/> television	<input type="radio"/> the Internet	<input type="radio"/> newspapers
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		



READING 3 (12 mks)

14. nurse
15. fly/go/travel around the world OR round-the-world flight
16. 1937
17. 4 / four / 4 times / four times / 4 flights
18. reading a book seeing a film going to a show
19. 1918 1920 1922
20. pilot passenger navigator
21. Pacific Indian Atlantic

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

Qs 14-17: 1) **Grammatical mistakes** (e.g. 'four time') 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)

- 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.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide.



WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the 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, 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 topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Presents relevant information and explanations, fully and clearly, in a lively, interesting way. – Writing is coherent and easy to read. Few language errors.
5	<ul style="list-style-type: none"> – Presents relevant information and explanations clearly, but writing lacks interest for the reader. – Language is mostly correct, despite some noticeable errors.
4	<ul style="list-style-type: none"> – Presents relevant information and explanations clearly enough, but in a rather limited way. – Language is reasonably correct, but writing sometimes lacks coherence.
3	<ul style="list-style-type: none"> – Manages to present some relevant information and explanations, but some points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
2	<ul style="list-style-type: none"> – Makes an attempt to present relevant information and explanations, but important points are missing or unclear. – Language is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to present any information: very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Not related to the topic) OR Hardly any writing at all, or not written in English. OR 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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR 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 (LST 2, VCB 2, GRM 2, RDG 3a), 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.]