GENERAL EDUCATION DIPLOMA

ENGLISH LANGUAGE 'B'

SEMESTER TWO, 2012/2013, SECOND SESSION

MARKING GUIDE

TOTAL MARKS: 70

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LISTENING 1 (6 mks)

1.	○ Brazil	● Mexico		○ Peru	
2.	○ individuals	○ men and women		● departments	
3.	○ clothes	○ medicine		● books	
4.	○ the company	○ participants		● friends	
5.	● 100 baisa	○ 500 baisa		○ 1 rial	
6.	○ tomorrow	● on Tuesday		○ on Thursday	

Notes: One mark each. Responses must be indicated <u>clearly</u>.

LISTENING 2 (5 mks)

7. The Future of Fish	_Notes_: (i) One mark each.
8. Spain + Italy (_Must have both_)	(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.
9. 5 years/ five years/ since 2008	(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.
10. overfishing/ not enough fish	
11. (they are) giving presentations	

LISTENING 3 (4 mks)

	at the airport	in a classroom	in a hotel	in a museum	on a plane	in a TV studio
12.	○	●	○	○	○	○
13.	●	○	○	○	○	○
14.	○	○	●	○	○	○
15.	○	○	○	●	○	○

Notes: One mark each. Responses must be indicated <u>clearly</u>.

	accept	dig	disappear	lose	punish	save	stop	survive
VOCABULARY 1 (2.5 mks)								
1.	○	○	○	●	○	○	○	○
2.	○	○	○	○	○	○	●	○
3.	○	○	○	○	○	○	○	●
4.	○	○	○	○	●	○	○	○
5.	○	○	●	○	○	○	○	○

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

VOCABULARY 2 (2.5 mks)

6.   s*ail*

7.   del*icious*

8.   mo**dern**

9.   ph***armacy***

10. lo**cal**

Notes: Half-a-mark each. Spelling <u>must</u> be correct.

GRAMMAR 1 (2.5 mks)

1.	○ for	○ during	○ until	● since
2.	○ is heard	○ is hearing	● was heard	○ was hearing
3.	● plays	○ play	○ 'll play	○ played
4.	○ just	● ever	○ yet	○ already
5.	○ that	○ and	● where	○ which

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRAMMAR 2 (2.5 mks)		
6. are		9. a
7. is		10. it/ this
8. who/ that		

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

READING 1 (7 mks)

	A	B	C	D	E	F	G	H	I
1.	○	○	○	●	○	○	○	○	○
2.	○	○	○	○	○	○	●	○	○
3.	○	○	○	○	●	○	○	○	○
4.	○	●	○	○	○	○	○	○	○
5.	○	○	○	○	○	○	○	○	●
6.	○	○	●	○	○	○	○	○	○
7.	●	○	○	○	○	○	○	○	○

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

READING 2 (6 mks)

8.	○	newspapers	○	comics	●	stories
9.	●	Chemistry	○	Computers	○	Architecture
10.	○	on the Internet	○	in his bedroom	●	in the library
11.	○	studying	○	computers	●	sport
12.	○	is a full-time student	●	works in a travel agency	○	reads a lot of books
13.	●	teacher	○	boss	○	friends

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

READING 3 (12 mks)		
14. (at) Lakeside School / (at) school		
15. (to) count traffic		
16. 1975		
17. (a serious) illness		
18. ● Geography	○ Science	○ English
19. ○ a child	● a teenager	○ a young adult
20. ● playing games	○ studying	○ doing business
21. ○ rich family	○ intelligence	● hard work

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

Qs 14-17: 1) **Grammatical mistakes** (e.g. 'to counts traffic') 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 <u>not more than four words</u>. (Note: When counting the words, do <u>not</u> 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 <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 18-21: Responses must be indicated <u>clearly</u>.

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 (<u>not</u> zero) should be awarded.
- <u>SEE ALSO</u>: *'ARRIVING AT FINAL SCORES'* on **page 7** of this Marking Guide.

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– A very feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	No attempt at the task: 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

WRITING 2 (6 mks)
Important Note: This 'Situational Writing' task will be marked using ONE of the following three Rating Scales, depending on the type of Writing involved: Evaluative, Narrative or Informative. For this particular paper, the exam-writers have chosen an **Informative** task.

INFORMATIVE	
6	– Presents relevant information and explanations, fully and clearly, in a lively, interesting way. – Writing is coherent and easy to read. Few language errors.
5	– Presents relevant information and explanations clearly, but writing lacks interest for the reader. – Language is mostly correct, despite some noticeable errors.
4	– Presents relevant information and explanations clearly enough, but in a rather limited way. – Language is reasonably correct, but writing sometimes lacks coherence.
3	– 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	– 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	– A very feeble attempt to present any information: very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant (Not related to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

	WRITING 3 (10 mks)
10	– Impact on intended reader is <u>very</u> <u>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	– Impact on intended reader is <u>fairly</u> <u>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	– 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	– Impact on intended reader is <u>rather</u> <u>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	– Impact on intended reader is <u>very</u> <u>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	<u>No</u> <u>attempt</u> <u>at</u> <u>the</u> <u>task</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense

Note 1: The task is to write an **e-mail**, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <u>PROCEDURE</u>: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, **deduct two marks** from the content-score.

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

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.]