



**ENGLISH LANGUAGE TEST**  
**GRADE ELEVEN 'ELECTIVE'**  
**Semester One**  
**First Session**

|               |  |              |  |
|---------------|--|--------------|--|
| <b>Name</b>   |  |              |  |
| <b>School</b> |  | <b>Class</b> |  |

**Write your answers on the Test Paper**  
**Time: 2½ hours**                      **Pages: 12**

| <b>ELEMENT</b>   |           | <b>Marks</b> |  | <b>Red Marker</b> | <b>Green Marker</b> | <b>Blue Checker</b> |
|------------------|-----------|--------------|--|-------------------|---------------------|---------------------|
|                  |           |              |  | <b>Name</b>       | <b>Name</b>         | <b>Name</b>         |
| <b>LISTENING</b> | <b>15</b> |              |  |                   |                     |                     |
| <b>GRM/VCB</b>   | <b>10</b> |              |  |                   |                     |                     |
| <b>READING</b>   | <b>15</b> |              |  |                   |                     |                     |
| <b>WRITING</b>   | <b>20</b> |              |  |                   |                     |                     |
| <b>TOTAL</b>     | <b>60</b> |              |  |                   |                     |                     |

**LISTENING 1 (Items 1-7)****(7 marks)**

You are going to hear a job interview.

Listen, and shade in the bubble  next to the correct option.

1. The man studied English and \_\_\_\_\_ at the university.  
 biology                       psychology                       sociology
  
2. He found his first job in Japan at a \_\_\_\_\_.  
 community college               university                       private language school
  
3. The man's cooking students mainly wanted to \_\_\_\_\_.  
 open their own restaurants               practise English with tourists               create new food items
  
4. Now, the man works at a Japanese restaurant and at a \_\_\_\_\_.  
 language training centre               modern fitness centre               mental health treatment centre
  
5. \_\_\_\_\_ candidates are applying for the job.  
 5                                       15                                       50
  
6. The man should be a good candidate for the job because he \_\_\_\_\_.  
 has experience in psychological advising               has taught in many different countries               specializes in grammar instruction
  
7. The man can speak Arabic at \_\_\_\_\_ level.  
 an intermediate                       a high-intermediate                       an advanced



**LISTENING 2 (Items 8-15)**

**(8 marks)**

*You are going to hear someone talking about lions.*

**Part One:** For each item, write a short answer (**not more than FOUR WORDS**).

8. Where do the Maasai people come from?

\_\_\_\_\_ (Country)

9. Why did the Maasai kill the lions in the past?

\_\_\_\_\_

10. Who is being trained to be Lion Guardians to manage and protect lions?

\_\_\_\_\_

11. What do the Lion Guardians educate people about?

\_\_\_\_\_

**Part Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

| Statements   | True                  | False                 |
|--|-----------------------|-----------------------|
| 12. Olubi felt sorry for killing the pregnant lioness.                 | <input type="radio"/> | <input type="radio"/> |
| 13. Mingati was invited to take part in an African documentary series. | <input type="radio"/> | <input type="radio"/> |
| 14. Mingati uses modern skills to track lions.                         | <input type="radio"/> | <input type="radio"/> |
| 15. Both Olubi and Mingati used to kill lions.                         | <input type="radio"/> | <input type="radio"/> |

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, Shade in the bubble  under the correct option.

Speaker A: Oh, I really like this channel.

Speaker B: What are you watching?

Speaker A: It is a <sup>(1)</sup> \_\_\_\_\_ film about Taj Mahal.

Speaker B: Taj Mahal is a <sup>(2)</sup> \_\_\_\_\_ land mark in India.

Speaker A: That's right and it is located in Agra, a <sup>(3)</sup> \_\_\_\_\_ in Northern India.

Speaker B: Do you know what it was built?

Speaker A: It was a <sup>(4)</sup> \_\_\_\_\_ for the emperor's dead wife.

Speaker B: Have you ever been to India?

Speaker A: Not yet, but I'm going to visit it next <sup>(5)</sup> \_\_\_\_\_.

documentary   channel   summer   tomb   city   action   old   famous

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| 3. | <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 type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

- 6. I \_\_\_\_\_ to get up so late previously.
- 7. My article will \_\_\_\_\_ published next week.
- 8. They have \_\_\_\_\_ talking for more than an hour.
- 9. If they were here, they \_\_\_\_\_ enjoy their time with us.
- 10. I wasn't able to meet him. When I arrived he \_\_\_\_\_ already left.



**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

For each item, shade in the bubble  next to the correct option.

Mammoths are (11) \_\_\_\_\_ animals that lived during the last ice (12) \_\_\_\_\_ and they may have died when the (13) \_\_\_\_\_ became colder. Humans may also be (14) \_\_\_\_\_ for their disappearance due to (15) \_\_\_\_\_. Although, the word "mammoth" means huge, they were about the same (16) \_\_\_\_\_ as the African elephants. Their bodies were covered with hair to keep them warm in the cold (17) \_\_\_\_\_. In addition, they had small tails to (18) \_\_\_\_\_ heat loss. Their (19) \_\_\_\_\_ were very long and were used for fighting and digging in the deep (20) \_\_\_\_\_ .

- 11.  endangered     alive     extinct     messy
- 12.  age     mountain     fall     cube
- 13.  situation     imagination     weather     memory
- 14.  angry     responsible     careful     clever
- 15.  heating up     harvest     hunting     chopping
- 16.  size     colour     view     age
- 17.  fortnight     band     fear     climate
- 18.  prevent     smell     hide     remember
- 19.  brains     ears     tusks     eyes
- 20.  sound     distance     snow     sea

|  |
|--|
|  |
|--|

**GRM/VCB  
SCORE**

|    |
|----|
|    |
| 10 |

**READING 1 (Items 1-7)****(7 marks)**

*Read the following e-mail. Then complete the task.*

Dear parents of our new students,

First of all, we would like to congratulate our bright students for their successful enrollment in Northside University. I am writing this e-mail to inform you about the different accommodations offered by our university.

Situated about 20km from the city centre? Northside University is not easy to get to by public transport. However, students have several different alternatives for accommodation on or near the University campus.

Firstly, the University has several residential colleges; Burnside College, Boronia College and Helen Turner College. Each of these colleges provides a single fully furnished room with shared bathroom facilities, and meals. Burnside College is the most expensive, with 1996 fees ranging from \$154 to \$165 per week. However, each student room is equipped with a private telephone and voice-mailing facilities, and within the next few months college students will have access to E-MAIL, On-Line library, INTERNET and AARNET via a network with the University. Boronia College has similar room facilities but does not offer the same computer access. It also offers only 17 meals per week, compared to Bumside's 21. Fees vary from \$147 - \$157 per week. Helen Turner College is a college exclusively for women, with similar fees to Boronia College. To attend classes, students have a short walk from the residential Colleges to the main University campus.

The University also provides 23 self-contained furnished town houses. These townhouses have either 3, 4 or 6 bedrooms each and student residents are expected to be studying full-time. Rents in 1996 ranged from \$54 per week for a room in a six bedroom flat to \$68.50 per week for a room in a three-bedroom house. Students wanting to live in university housing should apply to the university housing officer in August of the previous year, as it is in high demand and the academic year will start early September.

Off campus, there are many flats, townhouses and houses for rent in the local area. These can be found by looking in the local newspaper under ACCOMMODATION, or by checking notices pinned up on the boards around the university. There are always students advertising for housemates and you can even add a notice of your own to the board. However, even sharing accommodation with others can be expensive; tenants are usually required to pay a rental bond, rent in advance, and telephone/electricity/ gas bills in addition to food bills. Be sure that you know what you will be required to pay before you enter into any written agreement.

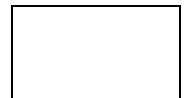
Students interested in our residential housing can come and check out at the end of July. Looking forward to hearing from you soon.

Regards, John Harris ,Head of Students' Affairs Office

**READING 1 (continued)**

**Task:** For each item, shade in the bubble  next to the correct option.

1. The University Residential Colleges provide\_\_\_\_\_.
- a place to live and regular classes       regular classes only       a place to live only.
2. The residential college that costs more than others is \_\_\_\_\_.
- Boronia College       Burnside College       HelenTurner College
- \_\_\_\_\_has more advanced technical facilities.
- 3.
- Helen Turner College       Boronia College       Burnside College
- Helen Turner College is for\_\_\_\_\_.
- 4.
- males       females       both
- Students reach the university complex\_\_\_\_\_.
- 5.
- on foot       by bike       by bus
- Applications for the residential housing is open in \_\_\_\_\_.
- 6.
- September       July       August
- Accommodation in the area surrounding the university is \_\_\_\_\_.
- 7.
- rare       plentiful       cheap





**READING 2 (Items 8-15)****(8 marks)**

Read the text. For each item, write a short answer (**not more than FOUR WORDS**).

A Boeing 737 passenger plane with 58 people on board crashed in flames into a housing complex near the eastern Indian city of Patna today. The plane was en route to New Delhi, with scheduled stops at Patna and Lucknow. The majority on board had booked their flights to Patna, a city of 1.5 million and the capital of India's poorest state, Bihar, airline officials in Calcutta said. The plane, which was exactly 20 years old, was scheduled to be taken out of service by the end of the year.

The Boeing 737-200 crashed into two brick houses about a mile from its destination. The plane's cockpit voice recorder has been found. Now Boeing and Indian aviation officials are investigating what caused the crash and whether the plane caught fire before or after impact. The crash killed 51 people on board and four people on the ground.

Indian aviation guidelines call for aircraft to be grounded after 20 years — the exact age of the plane that crashed today, according to the domestic news agency United News of India. But a Boeing spokesman in Seattle and an Indian Airlines spokesman in New Delhi said the planes can be used indefinitely as long as they are properly maintained. Indian Airlines, the government-owned parent of Alliance Air, wants to replace all its 737s and Airbus 300s in two years. Of the eight crashes since 1973 involving Indian Airlines, six have been Boeing 737s.

But Indian Airlines announced the aircraft's age was not a factor today and that the aircraft was fully airworthy. "It's not a question of whether an aircraft is old or new, what counts is whether it is maintained well enough," Pathak said. "There are more than 1,000 planes flying elsewhere that are more than 25 years old."

Boeing has sent an investigator to the crash site. The plane was delivered in June 1980 and had recorded 42,000 flight hours. The jet crashed at 7:30 a.m. while making a second attempt to land at an airport in Patna. Several witnesses said the plane was on fire before it came down, though a national aviation official said it was not.

After the crash, relatives, police and airport workers rushed to the wreckage and searched for survivors. They used shovels, bare hands and homemade implements to dig through debris and pull people from the damaged houses. Survivors were taken to the hospital — seven of them from the plane and four from the housing complex, hospital officials said.

Civil Aviation Ministry secretary A.H. Jung told reporters that the pilot, had requested to circle for a second time before attempting a landing because of hazy visibility conditions. But the pilot who had 4,300 flying hours, may have been flying too low as he made his second approach. The plane was in perfect condition. There was nothing with its systems and the pilot reported no problems during the flight.

**READING 2 (continued)**

8. Where were most of the passengers heading ?

\_\_\_\_\_

9. What did the plane hit?

\_\_\_\_\_

10. When was the plane built?

\_\_\_\_\_

11. When was it planned to stop using the plane?

\_\_\_\_\_

12. How many people were killed in the accident?

\_\_\_\_\_

13. How many people survived?

\_\_\_\_\_

14. At what condition can a twenty- year old plane be used?

\_\_\_\_\_

15. Why didn't the pilot land immediately?

Because of \_\_\_\_\_

|                          |           |
|--------------------------|-----------|
|                          |           |
| <b>READING<br/>SCORE</b> |           |
|                          | <b>15</b> |







\*\*\*\*\*

| <b>LISTENING 1 (7 mks)</b>   |  |   |
|--|--|---|
| 1. <input type="radio"/> biology   | <input checked="" type="radio"/> psychology                  | <input type="radio"/> sociology                                 |
| 2. <input type="radio"/> Community college                                   | <input type="radio"/> university                             | <input checked="" type="radio"/> private language school        |
| 3. <input checked="" type="radio"/> open their own restaurants               | <input type="radio"/> practise English with tourists         | <input type="radio"/> create new food items                     |
| 4. <input type="radio"/> language training centre                            | <input type="radio"/> modern fitness centre                  | <input checked="" type="radio"/> mental health treatment centre |
| 5. <input type="radio"/> 5   | <input checked="" type="radio"/> 15                          | <input type="radio"/> 50  |
| 6. <input checked="" type="radio"/> has experience in psychological advising | <input type="radio"/> has taught in many different countries | <input type="radio"/> specializes in grammar instruction        |
| 7. <input type="radio"/> an intermediate                                     | <input checked="" type="radio"/> a high-intermediate         | <input type="radio"/> an advanced                               |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>     |  |   |

## LISTENING 2 (8 mks)

8. Kenya
9. *Protect animals*
10. Local people
11. Wild life

12. T
13. F
14. F
15. T

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** (e.g. , 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. : No. :

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

(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.

Qs 12-15: Responses must be indicated clearly.

| GRM/ VCB 1 (2.5 mks) |                                  |                       |                                  |                                  |                                  |                       |                       |                                  |
|----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|
|                      | document ary                     | channel               | summer                           | tomb                             | city                             | action                | old                   | famous                           |
| 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 type="radio"/> | <input checked="" type="radio"/> |
| 3.                   | <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"/>            |
| 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 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.*

| GRM/ VCB 2 (2.5 mks) |          |
|----------------------|----------|
| 6. used              | 9. would |
| 7. be                | 10. had  |
| 8. been              |          |

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

| GRM/ VCB 3 (5 mks) |                                  |            |                                  |             |                                  |         |                                  |          |
|--------------------|----------------------------------|------------|----------------------------------|-------------|----------------------------------|---------|----------------------------------|----------|
| 11.                | <input type="radio"/>            | endangered | <input type="radio"/>            | alive       | <input checked="" type="radio"/> | extinct | <input type="radio"/>            | messy    |
| 12.                | <input checked="" type="radio"/> | age        | <input type="radio"/>            | mountain    | <input type="radio"/>            | fall    | <input type="radio"/>            | cube     |
| 13.                | <input type="radio"/>            | situation  | <input type="radio"/>            | imagination | <input checked="" type="radio"/> | weather | <input type="radio"/>            | memory   |
| 14.                | <input type="radio"/>            | angry      | <input checked="" type="radio"/> | responsible | <input type="radio"/>            | careful | <input type="radio"/>            | clever   |
| 15.                | <input type="radio"/>            | heating up | <input type="radio"/>            | harvest     | <input checked="" type="radio"/> | hunting | <input type="radio"/>            | chopping |
| 16.                | <input checked="" type="radio"/> | size       | <input type="radio"/>            | colour      | <input type="radio"/>            | view    | <input type="radio"/>            | age      |
| 17.                | <input type="radio"/>            | fortnight  | <input type="radio"/>            | band        | <input type="radio"/>            | fear    | <input checked="" type="radio"/> | climate  |
| 18.                | <input checked="" type="radio"/> | prevent    | <input type="radio"/>            | smell       | <input type="radio"/>            | hide    | <input type="radio"/>            | remember |
| 19.                | <input type="radio"/>            | brains     | <input type="radio"/>            | ears        | <input checked="" type="radio"/> | tusks   | <input type="radio"/>            | eyes     |
| 20.                | <input type="radio"/>            | sound      | <input type="radio"/>            | distance    | <input checked="" type="radio"/> | snow    | <input type="radio"/>            | sea      |

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



## READING 1 (7 mks)

- |    |  |   |   |
|----|--|---|---|
| 1. | <input checked="" type="radio"/> a place to live and regular classes | <input type="radio"/> regular classes only        | <input type="radio"/> a place to live only        |
| 2. | <input type="radio"/> Boronia College                                | <input checked="" type="radio"/> Burnside College | <input type="radio"/> Helen Turner College        |
| 3. | <input type="radio"/> Helen Turner College                           | <input type="radio"/> Boronia College             | <input checked="" type="radio"/> Burnside College |
| 4. | <input type="radio"/> males  | <input checked="" type="radio"/> females          | <input type="radio"/> both                        |
| 5. | <input checked="" type="radio"/> on foot                             | <input type="radio"/> by bike                     | <input type="radio"/> by bus                      |
| 6. | <input type="radio"/> September                                      | <input type="radio"/> July                        | <input checked="" type="radio"/> August           |
| 7. | <input type="radio"/> rare   | <input checked="" type="radio"/> plentiful        | <input type="radio"/> cheap                       |

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

| READING 2 (8 mks)   |                                  |
|---|----------------------------------|
| 8.  | Patna                            |
| 9.  | A housing complex / brick houses |
| 10.   | Twenty /20 years ago             |
| 11.   | By the end of the year           |
| 12.   | 55                               |
| 13.   | 11                               |
| 14.   | If properly maintained           |
| 15.   | Hazy visibility conditions       |
| <p><u>Notes:</u> One mark each.</p> <p>1) <b>Grammatical mistakes</b> should be ignored.</p> <p>2) Complete accuracy in <b>spelling</b> is not required, but any mis-spelt word(s) must be <b>clearly and convincingly recognisable</b> as a correct answer to the question.</p> <p>3) As stated in the instructions, answers should be short.<br/>(longer answers will normally be marked wrong, especially if they are simply copied from the text.<br/><b>HOWEVER,</b><br/>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.<br/>Responses must be indicated <u>clearly</u>.</p> |                                  |

### 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 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 (10 mks)

|           |  |
|-----------|--|
| <b>10</b> | <ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>                              |
| <b>8</b>  | <ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>                 |
| <b>6</b>  | <ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul> |
| <b>4</b>  | <ul style="list-style-type: none"> <li>_Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>              |
| <b>2</b>  | <ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>  |
| <b>0</b>  | <p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic)<br/><u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>  |

| <b>WRITING 2 (10 mks)</b>  |   |
|--|---|
| <b>10</b>  | <ul style="list-style-type: none"> <li>– Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</li> <li>– Language used is fully appropriate to the type of text.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>                 |
| <b>8</b>   | <ul style="list-style-type: none"> <li>– Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</li> <li>– Language used is mostly appropriate to the type of text.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>                                      |
| <b>6</b>   | <ul style="list-style-type: none"> <li>– Manages to present relevant information, but only in a somewhat limited way.</li> <li>-Minimal use of details and examples.</li> <li>– Language used is reasonably appropriate to the type of text.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul> |
| <b>4</b>   | <ul style="list-style-type: none"> <li>– Attempts to present information, but the results are obviously inadequate.</li> <li>_ Poor use of details and examples.</li> <li>– Language used is often inappropriate to the type of text.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>                  |
| <b>2</b>   | <ul style="list-style-type: none"> <li>– Presents very little relevant information indeed.</li> <li>_ No use of details and examples.</li> <li>– Language used is wholly inappropriate to the type of text.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>                                  |
| <b>0</b>   | <p><i>No attempt at the task:</i> <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <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>   |
| <p>* See <u>both</u> the picture <u>and</u> the information points provided.</p> |   |

### 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 2), 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.]