
LISTENING 1 (7 mks)		
1. <input type="radio"/> Australia	<input type="radio"/> Oman	<input checked="" type="radio"/> the Uk
2. <input checked="" type="radio"/> brother	<input type="radio"/> father	<input type="radio"/> mother
3. <input type="radio"/> loneliness	<input checked="" type="radio"/> stress	<input type="radio"/> A lack of food
4. <input type="radio"/> Closed down	<input type="radio"/> Shifted to distance learning	<input checked="" type="radio"/> Moved to online learning
5. <input type="radio"/> keeping focused during online lectures	<input type="radio"/> Submitting work on time	<input checked="" type="radio"/> Using a new architecture software
6. <input type="radio"/> Call back	<input checked="" type="radio"/> Send money	<input type="radio"/> Visit her
7. <input checked="" type="radio"/> She is busy with her project	<input type="radio"/> She can't afford it	<input type="radio"/> The airport are closed
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .		

LISTENING 2 (8 mks)

8. Her farther

9. Six years old

10. Horse riding lesson

11. Videos of cooking – cooking videos

12. ☐ parents☐ adults☒ students13. ☒ Expand her business☐ Help her father☐ Produce films14. ☐ Launch more websites☐ Get a job☒ Join a college15. ☐ Setting up a business☒ Healthy cooking☐ Communication skillsNotes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** 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.

(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.

VOCABULARY 1 (2.5 mks)

- | | | | | |
|----|-------------------------------|---------------------------------|---------------------------------|-------------------------------|
| 16 | <input type="radio"/> crazy | <input type="radio"/> tiny | <input type="radio"/> cozy | <input type="radio"/> costly |
| 17 | <input type="radio"/> active | <input type="radio"/> massive | <input type="radio"/> effective | <input type="radio"/> restive |
| 18 | <input type="radio"/> mislead | <input type="radio"/> Cheerlead | <input type="radio"/> out lead | <input type="radio"/> repeat |
| 19 | <input type="radio"/> imports | <input type="radio"/> exports | <input type="radio"/> sorts | <input type="radio"/> treads |
| 20 | <input type="radio"/> noisy | <input type="radio"/> calm | <input type="radio"/> quit | <input type="radio"/> strong |

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

GRAMMAR (2.5 mks)

- | | | | |
|----|---------|----|------|
| 21 | is | 24 | as |
| 22 | checked | 25 | were |
| 23 | since | | |

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

GRAMMAR/Vocabulary (5 mks)

- | | | | | |
|----|---|--|--|--|
| 26 | <input checked="" type="radio"/> active | <input type="radio"/> passive | <input type="radio"/> unhealthy | <input type="radio"/> wrong |
| 27 | <input checked="" type="radio"/> online | <input type="radio"/> impossible | <input type="radio"/> offline | <input type="radio"/> unimportant |
| 28 | <input type="radio"/> get | <input checked="" type="radio"/> avoid | <input type="radio"/> study | <input type="radio"/> work |
| 29 | <input type="radio"/> exams | <input type="radio"/> diet | <input type="radio"/> advice | <input checked="" type="radio"/> exercises |
| 30 | <input type="radio"/> medicine | <input type="radio"/> drugs | <input checked="" type="radio"/> sleep | <input type="radio"/> food |

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

READING 1 (7 mks)			READING 2 (8 mks)		
	True	False	38 <input type="radio"/> Working	<input checked="" type="radio"/> eating	<input type="radio"/> travelling
31	<input type="radio"/>	<input checked="" type="radio"/>	39 <input type="radio"/> Party	<input checked="" type="radio"/> Tennis yard	<input type="radio"/> gym
32	<input type="radio"/>	<input checked="" type="radio"/>	40 <input type="radio"/> Pizza	<input type="radio"/> Sochi	<input checked="" type="radio"/> Donut
33	<input type="radio"/>	<input checked="" type="radio"/>	41 <input type="radio"/> Sleeping	<input type="radio"/> Fighting	<input checked="" type="radio"/> Studying
34	<input type="radio"/>	<input checked="" type="radio"/>	42 <input checked="" type="radio"/> 82	<input type="radio"/> 88	<input type="radio"/> 80
35	<input checked="" type="radio"/>	<input type="radio"/>	43 <input type="radio"/> red	<input checked="" type="radio"/> pink	<input type="radio"/> Purple
36	<input type="radio"/>	<input checked="" type="radio"/>	44 <input type="radio"/> shoes	<input type="radio"/> blanket	<input checked="" type="radio"/> Cloth
37	<input checked="" type="radio"/>	<input type="radio"/>	45 <input type="radio"/> amazing	<input type="radio"/> boring	<input checked="" type="radio"/> Awful
<p><u>Note:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>					

READING 3 (10 mks)

46. Scotland
 47. twenty / 20
 48. adventure stories
 49. 1891
 50. to 'die' in an accident
 51. his wife died of tuberculosis

- | | | |
|-----------------------------------|---|--|
| 52. <input type="radio"/> Russian | <input checked="" type="radio"/> Irish | <input type="radio"/> Canadians |
| 53. <input type="radio"/> 4years | <input checked="" type="radio"/> 5years | <input type="radio"/> 6years |
| 54. <input type="radio"/> Funny | <input type="radio"/> crazy | <input checked="" type="radio"/> scary |
| 55. <input type="radio"/> 55 | <input type="radio"/> 56 | <input checked="" type="radio"/> 60 |

Notes: One mark each.

Qs 46-51: 1) **Grammatical mistakes** 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 52-55: 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.

WRITING 1 (10 mks)	
10	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
6	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised, but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> -Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
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"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

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 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	
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.]