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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

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

LISTENING 2 (8 mks)			
8.	Her farther		
9.	Six years old		
10.	Horse riding lesson		
11.	Videos of cooking – cooking videos		
12.	<input type="radio"/> parents	<input type="radio"/> adults	<input checked="" type="radio"/> students
13.	<input checked="" type="radio"/> Expand her business	<input type="radio"/> Help her father	<input type="radio"/> Produce films
14.	<input type="radio"/> Launch more websites	<input type="radio"/> Get a job	<input checked="" type="radio"/> Join a college
15.	<input type="radio"/> Setting up a business	<input checked="" type="radio"/> Healthy cooking	<input type="radio"/> Communication skills
<u>Notes:</u> One mark each.			
Qs 8-11: (i) <u>Notes:</u> 1) <b>Grammatical mistakes</b> should be ignored, as long as it is clear that the substance of the answer is correct.			
2) <b>Genuine spelling mistakes</b> — 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 <b>ALL</b> of the following criteria are met:			
(a) Certain key letters <b>must</b> be included: No. : No. :			
(b) In cases where letters are 'optional', the mis-spelling must be <b>close to the correct spelling</b> .			
(c) Above all, the mis-spelt word(s) must be <b>clearly and convincingly recognisable</b> as a correct answer to the question.			
As stated in the instructions, answers should consist of <u>not more than four words</u> . ( <u>Note:</u> When counting the words, do <u>not</u> include any words provided by the exam-writers.) Longer answers will normally be marked wrong. <b>HOWEVER</b> , if a student has written one (or even two) extra words and the answer is <u>convincing and clearly correct</u> , common sense should be applied and marks awarded, on a case-by-case basis.			
Qs 12-15: Responses must be indicated <u>clearly</u> .			

VOCABULARY 1 (2.5 mks)			
16	<input type="radio"/> crazy	<input type="radio"/> tiny	<input type="radio"/> cozy
17	<input type="radio"/> active	<input type="radio"/> massive	<input type="radio"/> effective
18	<input type="radio"/> mislead	<input type="radio"/> Cheerlead	<input type="radio"/> out lead
19	<input type="radio"/> imports	<input type="radio"/> exports	<input type="radio"/> sorts
20	<input type="radio"/> noisy	<input type="radio"/> calm	<input type="radio"/> quit
			<input type="radio"/> costly
			<input type="radio"/> restive
			<input type="radio"/> repeat
			<input type="radio"/> treads
			<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
27	<input checked="" type="radio"/> online	<input type="radio"/> impossible	<input type="radio"/> offline
28	<input type="radio"/> get	<input checked="" type="radio"/> avoid	<input type="radio"/> study
29	<input type="radio"/> exams	<input type="radio"/> diet	<input type="radio"/> advice
30	<input type="radio"/> medicine	<input type="radio"/> drugs	<input checked="" type="radio"/> sleep
			<input type="radio"/> wrong
			<input type="radio"/> unimportant
			<input type="radio"/> work
			<input checked="" type="radio"/> exercises
			<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
		39	<input type="radio"/> Party	<input checked="" type="radio"/> Tennis yard	<input type="radio"/> gym
31	<input type="radio"/>	40	<input type="radio"/> Pizza	<input type="radio"/> Sochi	<input checked="" type="radio"/> Donut
		41	<input type="radio"/> Sleeping	<input type="radio"/> Fighting	<input checked="" type="radio"/> Studying
32	<input type="radio"/>	42	<input checked="" type="radio"/> 82	<input type="radio"/> 88	<input type="radio"/> 80
		43	<input type="radio"/> red	<input checked="" type="radio"/> pink	<input type="radio"/> Purple
33	<input type="radio"/>	44	<input type="radio"/> shoes	<input type="radio"/> blanket	<input checked="" type="radio"/> Cloth
		45	<input type="radio"/> amazing	<input type="radio"/> boring	<input checked="" type="radio"/> Awful
34	<input type="radio"/>				
35	<input checked="" type="radio"/>				
36	<input type="radio"/>				
37	<input checked="" type="radio"/>				

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

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
<u>Notes:</u> One mark each.			
<u>Qs 46-51:</u> 1) <b>Grammatical mistakes</b> should be ignored.			
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.			
3) As stated in the instructions, answers should consist of <u>not more than four words</u> . ( <u>Note:</u> 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. <b>HOWEVER</b> , if a student has written one (or even two) extra words and the answer is <u>convincing and clearly correct</u> , common sense should be applied and marks awarded, on a case-by-case basis.			
<u>Qs 52-55:</u> 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 (not zero) should be awarded.*

<b>WRITING 1 (10 mks)</b>	
<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> EITHER 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>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are fully successful in engaging the reader.</li> <li>- Lively, effective use of appropriate detail.</li> <li>- Writing is very well-structured, 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>- Produces narratives which are reasonably successful in engaging the reader.</li> <li>- Generally good use of appropriate detail.</li> <li>- Writing is generally well-structured, and mostly 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>- Produces narratives which are only partially successful in engaging the reader.</li> <li>- Somewhat limited use of appropriate detail.</li> <li>- Writing is well-structured, but is 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>- Produces narratives which have very limited success in engaging the reader.</li> <li>- Inadequate use of appropriate detail.</li> <li>- Writing is poorly-structured, and often 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>- Produces narratives which fail entirely to engage the reader.</li> <li>- Little or no use of appropriate detail.</li> <li>- Writing is 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 pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</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 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.]