****

LISTENING 1 (7 mks)								
1.	○	Australia	○	Oman	●	the Uk		
2.	●	brother	○	father	○	mother		
3.	○	loneliness	●	stress	○	A lack of food		
4.	○	Closed down	○	Shifted to distance learning	●	Moved to online learning		
5.	○	keeping focused during online lectures	○	Submitting work on time	●	Using a new architecture software		
6.	○	Call back	●	Send money	○	Visit her		
7.	●	She is busy with her project	○	She can't afford it	○	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.	○ parents	○ adults	● students
13.	● Expand her business	○ Help her father	○ Produce films
14.	○ Launch more websites	○ Get a job	● Join a college
15.	○ Setting up a business	● Healthy cooking	○ Communication skills

Notes: *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.	⬭ crazy	⬭ tiny	⬭ cozy	⬭ costly
17.	⬭ active	⬭ massive	⬭ effective	⬭ restive
18.	⬭ mislead	⬭ Cheerlead	⬭ out lead	⬭ repeat
19.	⬭ imports	⬭ exports	⬭ sorts	⬭ treads
20.	⬭ noisy	⬭ calm	⬭ quit	⬭ 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.	⬬ active	⬭ passive	⬭ unhealthy	⬭ wrong
27.	⬬ online	⬭ impossible	⬭ offline	⬭ unimportant
28.	⬭ get	⬬ avoid	⬭ study	⬭ work
29.	⬭ exams	⬭ diet	⬭ advice	⬬ exercises
30.	⬭ medicine	⬭ drugs	⬬ sleep	⬭ food

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

READING 1 (7 mks)			**READING 2 (8 mks)**					
	True	**False**	**38.**	○	Working	●	eating	○ travelling
31.	○	●	**39.**	○	Party	●	Tennis yard	○ gym
32.	○	●	**40.**	○	Pizza	○	Sochi	● Donut
33.	○	●	**41.**	○	Sleeping	○	Fighting	● Studying
34.	○	●	**42.**	●	82	○	88	○ 80
35.	●	○	**43.**	○	red	●	pink	○ Purple
36.	○	●	**44.**	○	shoes	○	blanket	● Cloth
37.	●	○	**45.**	○	amazing	○	boring	● Awful

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.	○ Russan	● Irish	○ Canadians
53.	○ 4years	● 5years	○ 6years
54.	○ Funny	○ crazy	● scary
55.	○ 55	○ 56	● 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 (<u>not</u> zero) should be awarded.*

WRITING 1 (10 mks)	
10	-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	– 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	– 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	_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	-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	<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

WRITING 2 (10 mks)	
10	– 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	-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	– 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	– 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	-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	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR 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.]