
LISTENING 1 (10 mks)			
Part One			
1.	<input type="radio"/> his friends	<input type="radio"/> social media	<input checked="" type="radio"/> an outside sign
2.	<input type="radio"/> biggest building	<input checked="" type="radio"/> lowest price	<input type="radio"/> most luxurious
3.	<input checked="" type="radio"/> leave early	<input type="radio"/> pay late	<input type="radio"/> 24
4.	<input checked="" type="radio"/> 19	<input type="radio"/> 12	<input type="radio"/> 24
5.	<input type="radio"/> prefer	<input checked="" type="radio"/> refuse	<input type="radio"/> encourage
6.	<input type="radio"/> TV	<input type="radio"/> newspaper	<input checked="" type="radio"/> brochure
Part Two			
	True		False
7.	<input checked="" type="radio"/>		<input type="radio"/>
8.	<input type="radio"/>		<input checked="" type="radio"/>
9.	<input type="radio"/>		<input checked="" type="radio"/>
10.	<input checked="" type="radio"/>		<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

LISTENING 2 (10 mks)

Part One

11. 20th century
12. Own(a home / a boat / cottage holiday)- any two of these
13. buildings and city blocks
14. General Motors and Chryslers.
15. 2008
16. poor

Part Two

17. bankruptcy
18. debt
19. twenty minutes /20 minutes
20. 10.000 / ten thousand

Notes: One mark each.

Qs 11-16: (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.

READING 1 (10 mks)

Task One

1. moving around so much
2. minus 15 degrees
3. Christmas
4. three months
5. To set up new/original office
6. Michael

Task Two

7. *Los Anglos*
8. *weekend*
9. *marriage*
10. *London*

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

- 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 be short.
(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.
Responses must be indicated clearly.

READING 2 (10 mks)

Task One

- | | | | |
|-----|---|---|--|
| 11. | <input checked="" type="radio"/> uninterested | <input type="radio"/> surprised | <input type="radio"/> afraid |
| 12. | <input type="radio"/> hadn't repaired the fences | <input checked="" type="radio"/> felt safer on the farm | <input type="radio"/> hadn't known where to choose |
| 13. | <input type="radio"/> works hard | <input type="radio"/> loves horses | <input checked="" type="radio"/> is rich |
| 14. | <input type="radio"/> leave on foot | <input type="radio"/> break the fences | <input checked="" type="radio"/> do something dangerous while riding |
| 15. | <input checked="" type="radio"/> his son had problems at school | <input type="radio"/> his son needed a holiday | <input type="radio"/> he wanted to give Sam his mail |
| 16. | <input type="radio"/> angry | <input checked="" type="radio"/> nervous | <input type="radio"/> impatient |

Task Two

17. F

18. E

19. A

20. D

Notes: One mark each. 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 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.*

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is 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"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally 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"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. -No use of details and examples. –Writing is 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 task/ instructions) <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>

WRITING 2 (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>

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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.]