

الفصل الدراسي الأول

اللغة الإنجليزية (الصف الثاني عشر) (مُادج الإجابة)



GENERAL EDUCATION DIPLOMA
ENGLISH LANGUAGE 'CORE'
SEMESTER ONE, 2023/2024, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 70
page 1 of 8

LISTENING 1 (7 mks)

- | | | |
|---|--|--|
| 1. ☐ Austria | ☒ Ireland | ☐ Syria |
| 2. ☒ Evening Class | ☐ Tara Road | ☐ Circle of Friends |
| 3. ☐ Dalkey Castle | ☐ a primary school | ☒ the Town Hall |
| 4. ☐ writer | ☐ student | ☒ journalist |
| 5. ☐ two | ☒ four | ☐ seven |
| 6. ☒ debates | ☐ writers' workshops | ☐ theatre productions |
| 7. ☐ Thursday | ☒ Friday | ☐ Sunday |

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

LISTENING 2 (8 mks)

Part One

8. "The" USA/ "The" US/ United States/ America
9. 5,500 years/ five thousand five hundred
10. bear, deer, calf/ cow (any one)
11. (3/three-year-old) boy/child/kid

Part Two

- | | | | |
|-----|---|--|---|
| 12. | ☐ Germany | ☐ Egypt | ☒ Vietnam |
| 13. | ☒ the sewing machine | ☐ hand tools | ☐ the rolling machine |
| 14. | ☐ Leather | ☒ sustainable | ☐ plastic |
| 15. | ☐ 15 | ☐ 150 | ☒ 340 |

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 (2.5 mks)

- | | | | |
|---|---|---|---|
| 16. ☐ degrees | ☐ drafts | ☐ directions | ☒ debts |
| 17. ☐ proofread | ☐ analyse | ☐ summarise | ☒ practice |
| 18. ☐ reasonable | ☒ compulsive | ☐ responsible | ☐ positive |
| 19. ☐ scoring | ☐ placement | ☒ management | ☐ editing |
| 20. ☒ persuade | ☐ reduce | ☐ compare | ☐ create |

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

GRAMMAR (2.5 mks)

- | | |
|-------------|---------|
| 21. Why | 24. get |
| 22. Twisted | 25. to |
| 23. Have | |

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

GRAMMAR/VOCABULARY (5 mks)

- | | | | |
|--|---|--------------------------------------|---|
| 26. ☐ owns | ☒ owned | ☐ owning | ☐ own |
| 27. ☐ trek | ☐ canyon | ☐ flight | ☒ voyage |
| 28. ☒ massive | ☐ tiny | ☐ weak | ☐ boring |
| 29. ☐ statistics | ☒ facilities | ☐ campaigns | ☐ issues |
| 30. ☐ if | ☐ Or | ☒ and | ☐ since |

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

READING 1 (7 mks)			READING 2 (8 mks)		
	True	False	38. ☒ Rio de Janeiro	☐ Buenos Aires	☐ São Paulo
31.	☐	☒	39. ☐ Saturday	☐ Sunday	☒ Monday
32.	☒	☐	40. ☐ four	☒ five	☐ seven
33.	☐	☒	41. ☐ researcher	☐ technician	☒ lecturer
34.	☐	☒	42. ☒ Brazil	☐ the UK	☐ Mexico
35.	☐	☒	43. ☐ hotels	☒ local homes	☐ hostels
36.	☒	☐	44. ☒ adapting to situations	☐ managing people	☐ asking questions
37.	☒	☐	45. ☐ team work	☒ online discussions	☐ project work
<u>Note:</u> One mark each. Responses must be indicated <u>clearly</u>.					

READING 3 (10 mks)		
Task One		
46.	(in the Indian) Ocean	
47.	1.7 million people	
48.	dry season/ from May to November (any month in-between)	
49.	Cuckoo-Shrike / Pink Pigeon (any one)	
50.	to study/ to research (various) animal (species)	
51.	the highest waterfall/ it falls from 100 metres/huge natural pool	
Task Two		
52.	☐ Six	☒ seven
		☐ nine
53.	☐ ziplining	☒ canoeing
		☐ rock climbing
54.	☐ watch giant bats	☐ ride an elephant
		☒ take photos with lions
55.	☒ France	☐ India
		☐ South Africa
<u>Notes:</u> One mark each. <u>Qs 46-51:</u> 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 <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. HOWEVER, 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. <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.

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	<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

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:

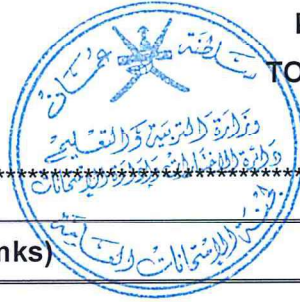
- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below)
- 2) Unacceptable 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.]



LISTENING 1 (7 mks)

- | | | |
|--|---|---|
| 1. ☐ teachers | ☒ students | ☐ bakers |
| 2. ☐ Instagram | ☐ email | ☒ WhatsApp |
| 3. ☒ National Day | ☐ birthdays | ☐ weddings |
| 4. ☐ 5 and 8 | ☒ 15 and 18 | ☐ 50 and 80 |
| 5. ☒ design | ☐ size | ☐ taste |
| 6. ☐ space provided | ☒ time limit | ☐ natural flavours |
| 7. ☐ engineering | ☐ food photography | ☒ business |

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

LISTENING 2 (8 mks)

8. At home/in her house/home/USA(home)
9. 15/fifteen
10. (A rare) Bone disease /Disease/ ill/ / illness/ bone condition/ bone problem/ sick/sickness/ health problem.
11. no rain/drought/rain stopped/dry/ no water/bad weather/became a desert/
lack of water/sold their farm
-
12. ☐ 1920s ☒ 1930s ☐ 1940s
13. ☐ 3 ☐ 6 ☒ 8
14. ☒ illustrators ☐ writers ☐ editors
15. ☐ was very ill ☒ lost her husband ☐ had no editor

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.
- (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. ☐ emotions | ☒ benefits | ☐ surfaces | ☒ tracks |
| 17. ☐ ritual | ☐ habit | ☐ version | ☒ location |
| 18. ☒ celebrate | ☐ reflect | ☐ surround | ☐ afford |
| 19. ☐ inedible | ☐ challenging | ☒ breathtaking | ☐ responsible |
| 20. ☐ aviation | ☒ ambition | ☐ pollution | ☐ collection |

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

GRAMMAR (2.5 mks)

- | | |
|------------------|--------|
| 21. bought | 24. do |
| 22. manufactured | 25. It |
| 23. have | |

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

GRAMMAR/Vocabulary (5 mks)

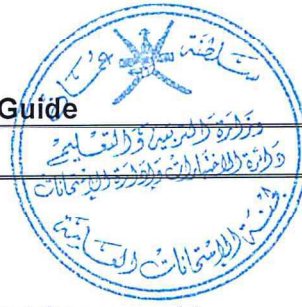
- | | | | |
|---|---|---|--------------------------------------|
| 26. ☐ of | ☐ to | ☐ and | ☒ for |
| 27. ☐ such as | ☐ although | ☒ because | ☐ so |
| 28. ☐ conclusions | ☒ destinations | ☐ occasions | ☐ situations |
| 29. ☐ carry | ☐ make | ☒ maintain | ☐ reduce |
| 30. ☒ relaxing | ☐ frustrating | ☐ harmful | ☐ stressful |

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

READING 1 (7 mks)			READING 2 (8 mks)		
	True	False	38. ☐ tourists	☒ villagers	☐ guides
31.	☒	☐	39. ☒ 1866	☐ 2008	☐ 2018
32.	☐	☒	40. ☒ Khun Phitak	☐ Hia Kui	☐ Ton Khem
33.	☒	☐	41. ☐ hats	☒ vegetables	☐ shirts
34.	☐	☒	42. ☐ only on weekdays	☒ every day	☐ at weekends only
35.	☒	☐	43. ☐ quite cheap	☐ reasonably priced	☒ very expensive
36.	☐	☒	44. ☐ 120,000	☒ 180,000	☐ 300,000
37.	☐	☒	45. ☐ negative	☐ neutral	☒ positive

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

READING 3 (10 mks)



46. India
 47. 1982/ Nineteen eighty-two/26th of Jan
 48. Once a week (32 times/thirty-two times)/ 8 days and 7 nights/ One a week/
 49. 104/ One hundred and four
 50. Personal Assistants/Staff
 51. Indian/International/Chinese/Local (need only one of these)

- | | | |
|--|---|---|
| 52. ☐ 5 | ☐ 7 | ☒ 8 |
| 53. ☒ tigers | ☐ camels | ☐ elephants |
| 54. ☐ music and dance show | ☒ spectacular firework display | ☐ sound and light show |
| 55. ☐ City of Lakes | ☐ Pink City | ☒ City of Agra |

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	-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	<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

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.]

LISTENING 1 (7 mks)		
1. ☐ briefcase	☒ suitcase	☐ handbag
2. ☐ medium	☐ large	☒ small
3. ☐ house	☒ office	☐ car
4. ☐ documents	☒ camera	☐ laptop
5. ☐ passport	☒ debit card	☐ credit card
6. ☐ 1.30	☐ 2.15	☒ 2.30
7. ☐ train	☐ bus	☒ taxi

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

LISTENING 2 (8 mks)

8. in Central America / America / South America / USA / United States / United States of America / West America
9. sour and bitter / not sweet / sour / bitter
10. as money / currency / reward soldiers / reward for success in battle / war/for success in (battles/ wars) / pay taxes / to buy things / as a reward / rewarding (armies/ soldiers) / tax
11. 1520 / 15 twenty / fifteen twenty / 15:20 / 15/20
-
12. ☐ British ☒ Dutch ☐ Swiss
13. ☐ cacao butter ☐ a chocolate bar ☒ milk chocolate
14. ☐ Europe ☐ America ☒ West Africa
15. ☐ mass-produced products ☒ the use of child labour ☐ highly-refined foods

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: 8-11 accept all consonants, ignore vowels, the word should sound close to the correct pronunciation.

(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 (2.5 mks)			
16. ☒ reduce	17. ☐ nutrition	18. ☐ activities	19. ☐ concern
☐ introduce	☐ direction	☐ events	☒ proud
☐ produce	☐ reaction	☒ amenities	☐ nervous
☐ use	☒ passion	☐ issues	☐ ambitious
20. ☐ admits	☐ imports	☒ exports	☐ makes

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

GRAMMAR (2.5 mks)	
21. ☐ finish / ☒ finished 22. ☒ searching / ☐ searched 23. ☐ is / ☒ was given	24. ☐ them / ☒ it 25. ☐ When / ☒ If

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

GRAMMAR/Vocabulary (5 mks)			
26. ☐ musical	27. ☒ on	28. ☐ where	29. ☒ identify
☒ digital	☐ of	☐ which	☐ identifies
☐ dramatical	☐ in	☐ what	☐ identified
☐ emotional	☐ off	☒ who	☐ identifying
30. ☒ safety	☐ danger	☐ service	☐ shelter

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

READING 1 (7 mks)			READING 2 (8 mks)		
	True	False	38. ☐ Tahiti	☒ Paris	☐ Sydney
31.	☐	☒	39. ☒ boat	☐ taxi	☐ scooter
32.	☐	☒	40. ☐ go fishing	☐ swim around the reefs	☒ explore the resort
33.	☒	☐	41. ☐ one hundred and forty miles	☐ two hundred and twenty-five kms	☒ seven-hundred and twenty-eight metres
34.	☐	☒	42. ☐ a hungry shark	☒ sharp coral	☐ a careless guide
35.	☒	☐	43. ☐ January to May	☒ May to October	☐ October to December
36.	☐	☒	44. ☐ snorkelling	☐ water-skiing	☒ the cultural events
37.	☒	☐	45. ☒ positive	☐ neutral	☐ negative

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

READING 3 (10 mks)

46. Edmonton, in Canada / Canada / North America /
47. (over) 112 million (visitors)
48. 23rd biggest in the world / twenty-third
49. two / 2 hotels
50. tax-free shopping / no tax / free -tax / no sales tax / tax- free (clothing/shoes/accessories).
51. sky bridge / bridge
-
52. ☒ West Edmonton Mall ☐ Mall of America ☐ America Dream Mall
53. ☒ play golf ☐ go ice-skating ☐ visit a Mirror Maze
54. ☐ 4 million ☒ 64 million ☐ 5.7 billion
55. ☐ New York ☒ Florida ☐ New Jersey

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	-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	<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

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.]