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**ENGLISH LANGUAGE TEST**  
**GRADE ELEVEN 'ELECTIVE'**  
**Semester One**  
**First Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**  
**Time: 2 ½ hours**                      **Pages: 12**

<b>ELEMENT</b>		<b>Marks</b>		<b>Red Marker</b>	<b>Green Marker</b>	<b>Blue Checker</b>
				<b>Name</b>	<b>Name</b>	<b>Name</b>
<b>LISTENING</b>	<b>15</b>					
<b>GRM/VCB</b>	<b>10</b>					
<b>READING</b>	<b>15</b>					
<b>WRITING</b>	<b>20</b>					
<b>TOTAL</b>	<b>60</b>					

**LISTENING 1 (Items 1-7)**

**(7 marks)**

*You are going to hear a job interview.*

*Listen, and shade in the bubble  next to the correct option.*

1. The man studied English and \_\_\_\_\_ at the university.  
 biology                       psychology                       sociology
  
2. He found his first job in Japan at a \_\_\_\_\_.  
 community college               university                       private language school
  
3. The man's cooking students mainly wanted to \_\_\_\_\_.  
 open their own restaurants       practise English with tourists       create new food items
  
4. Now, the man works at a Japanese restaurant and at a \_\_\_\_\_.  
 language training centre       modern fitness centre       mental health treatment centre
  
5. \_\_\_\_\_ candidates are applying for the job.  
 5                                       15                                       50
  
6. The man should be a good candidate for the job because he \_\_\_\_\_.  
 has experience in psychological advising       has taught in many different countries       specializes in grammar instruction
  
7. The man can speak Arabic at \_\_\_\_\_ level.  
 an intermediate                       a high-intermediate                       an advanced



**LISTENING 2 (Items 8-15)**

**(8 marks)**

*You are going to hear someone talking about lions.*

**Part One:** For each item, write a short answer (**not more than FOUR WORDS**).

8. Where do the Maasai people come from?

..... (Country)

9. Why did the Maasai kill the lions in the past?

.....

10. Who is being trained to be Lion Guardians to manage and protect lions?

.....

11. What do the Lion Guardians educate people about?

.....

**Part Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
12. Olubi felt sorry for killing the pregnant lioness.	<input type="radio"/>	<input type="radio"/>
13. Mingati was invited to take part in an African documentary series.	<input type="radio"/>	<input type="radio"/>
14. Mingati uses modern skills to track lions.	<input type="radio"/>	<input type="radio"/>
15. Both Olubi and Mingati used to kill lions.	<input type="radio"/>	<input type="radio"/>

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, Shade in the bubble  under the correct option.

Speaker A: Oh, I really like this channel.

Speaker B: What are you watching?

Speaker A: It is a <sup>(1)</sup> \_\_\_\_\_ film about Taj Mahal.

Speaker B: Taj Mahal is a <sup>(2)</sup> \_\_\_\_\_ land mark in India.

Speaker A: That's right and it is located in Agra, a <sup>(3)</sup> \_\_\_\_\_ in Northern India.

Speaker B: Do you know what it was built?

Speaker A: It was a <sup>(4)</sup> \_\_\_\_\_ for the emperor's dead wife.

Speaker B: Have you ever been to India?

Speaker A: Not yet, but I'm going to visit it next <sup>(5)</sup> \_\_\_\_\_.

documentary   channel   summer   tomb   city   action   old   famous

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. I \_\_\_\_\_ to get up so late previously.

7. My article will \_\_\_\_\_ published next week.

8. They have \_\_\_\_\_ talking for more than an hour.


9. If they were here, they \_\_\_\_\_ enjoy their time with us.

10. I wasn't able to meet him. When I arrived he \_\_\_\_\_ already left.



**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

For each item, shade in the bubble  next to the correct option.

Mammoths are <sup>(11)</sup> \_\_\_\_\_ animals that lived during the last ice <sup>(12)</sup> \_\_\_\_\_ and they may have died when the <sup>(13)</sup> \_\_\_\_\_ became colder. Humans may also be <sup>(14)</sup> \_\_\_\_\_ for their disappearance due to <sup>(15)</sup> \_\_\_\_\_. Although, the word "mammoth" means huge, they were about the same <sup>(16)</sup> \_\_\_\_\_ as the African elephants. Their bodies were covered with hair to keep them warm in the cold <sup>(17)</sup> \_\_\_\_\_. In addition, they had small tails to <sup>(18)</sup> \_\_\_\_\_ heat loss. Their <sup>(19)</sup> \_\_\_\_\_ were very long and were used for fighting and digging in the deep <sup>(20)</sup> \_\_\_\_\_.

11.  endangered  alive  extinct  messy
12.  age  mountain  fall  cube
13.  situation  imagination  weather  memory
14.  angry  responsible  careful  clever
15.  heating up  harvest  hunting  chopping
16.  size  colour  view  age
17.  fortnight  band  fear  climate
18.  prevent  smell  hide  remember
19.  brains  ears  tusks  eyes
20.  sound  distance  snow  sea

GRM/VCB  
SCORE

10

**READING 1 (Items 1-7)**

**(7 marks)**

*Read the following e-mail. Then complete the task.*

Dear parents of our new students,

First of all, we would like to congratulate our bright students for their successful enrollment in Northside University. I am writing this e-mail to inform you about the different accommodations offered by our university.

Situated about 20km from the city centre? Northside University is not easy to get to by public transport. However, students have several different alternatives for accommodation on or near the University campus.

Firstly, the University has several residential colleges; Burnside College, Boronia College and Helen Turner College. Each of these colleges provides a single fully furnished room with shared bathroom facilities, and meals. Burnside College is the most expensive, with 1996 fees ranging from \$154 to \$165 per week. However, each student room is equipped with a private telephone and voice-mailing facilities, and within the next few months college students will have access to E-MAIL, On-Line library, INTERNET and AARNET via a network with the University. Boronia College has similar room facilities but does not offer the same computer access. It also offers only 17 meals per week, compared to Burnside's 21. Fees vary from \$147 - \$157 per week. Helen Turner College is a college exclusively for women, with similar fees to Boronia College. To attend classes, students have a short walk from the residential Colleges to the main University campus.

The University also provides 23 self-contained furnished town houses. These townhouses have either 3, 4 or 6 bedrooms each and student residents are expected to be studying full-time. Rents in 1996 ranged from \$54 per week for a room in a six bedroom flat to \$68.50 per week for a room in a three-bedroom house. Students wanting to live in university housing should apply to the university housing officer in August of the previous year, as it is in high demand and the academic year will start early September.

Off campus, there are many flats, townhouses and houses for rent in the local area. These can be found by looking in the local newspaper under ACCOMMODATION, or by checking notices pinned up on the boards around the university. There are always students advertising for housemates and you can even add a notice of your own to the board. However, even sharing accommodation with others can be expensive; tenants are usually required to pay a rental bond, rent in advance, and telephone/electricity/ gas bills in addition to food bills. Be sure that you know what you will be required to pay before you enter into any written agreement.

Students interested in our residential housing can come and check out at the end of July. Looking forward to hearing from you soon.

Regards, John Harris ,Head of Students' Affairs Office



**READING 1 (continued)**

**Task:** For each item, shade in the bubble  next to the correct option.

1. The University Residential Colleges provide \_\_\_\_\_.
- a place to live and regular classes       regular classes only       a place to live only.
2. The residential college that costs more than others is \_\_\_\_\_.
- Boronia College       Burnside College       HelenTurner College
3. \_\_\_\_\_ has more advanced technical facilities.
- Helen Turner College       Boronia College       Burnside College
4. Helen Turner College is for \_\_\_\_\_.
- males       females       both
5. Students reach the university complex \_\_\_\_\_.
- on foot       by bike       by bus
6. Applications for the residential housing is open in \_\_\_\_\_.
- September       July       August
7. Accommodation in the area surrounding the university is \_\_\_\_\_.
- rare       plentiful       cheap



**READING 2 (Items 8-15)**

**(8 marks)**

Read the text. For each item, write a short answer (**not more than FOUR WORDS**).

A Boeing 737 passenger plane with 58 people on board crashed in flames into a housing complex near the eastern Indian city of Patna today. The plane was en route to New Delhi, with scheduled stops at Patna and Lucknow. The majority on board had booked their flights to Patna, a city of 1.5 million and the capital of India's poorest state, Bihar, airline officials in Calcutta said. The plane, which was exactly 20 years old, was scheduled to be taken out of service by the end of the year.

The Boeing 737-200 crashed into two brick houses about a mile from its destination. The plane's cockpit voice recorder has been found. Now Boeing and Indian aviation officials are investigating what caused the crash and whether the plane caught fire before or after impact. The crash killed 51 people on board and four people on the ground.

Indian aviation guidelines call for aircraft to be grounded after 20 years — the exact age of the plane that crashed today, according to the domestic news agency United News of India. But a Boeing spokesman in Seattle and an Indian Airlines spokesman in New Delhi said the planes can be used indefinitely as long as they are properly maintained. Indian Airlines, the government-owned parent of Alliance Air, wants to replace all its 737s and Airbus 300s in two years. Of the eight crashes since 1973 involving Indian Airlines, six have been Boeing 737s.

But Indian Airlines announced the aircraft's age was not a factor today and that the aircraft was fully airworthy. "It's not a question of whether an aircraft is old or new, what counts is whether it is maintained well enough," Pathak said. "There are more than 1,000 planes flying elsewhere that are more than 25 years old."

Boeing has sent an investigator to the crash site. The plane was delivered in June 1980 and had recorded 42,000 flight hours. The jet crashed at 7:30 a.m. while making a second attempt to land at an airport in Patna. Several witnesses said the plane was on fire before it came down, though a national aviation official said it was not.

After the crash, relatives, police and airport workers rushed to the wreckage and searched for survivors. They used shovels, bare hands and homemade implements to dig through debris and pull people from the damaged houses. Survivors were taken to the hospital — seven of them from the plane and four from the housing complex, hospital officials said.

Civil Aviation Ministry secretary A.H. Jung told reporters that the pilot, had requested to circle for a second time before attempting a landing because of hazy visibility conditions. But the pilot who had 4,300 flying hours, may have been flying too low as he made his second approach. The plane was in perfect condition. There was nothing with its systems and the pilot reported no problems during the flight.

**READING 2 (continued)**

8. Where were most of the passengers heading ?

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9. What did the plane hit?

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10. When was the plane built?

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11. When was it planned to stop using the plane?

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12. How many people were killed in the accident?

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13. How many people survived?

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14. At what condition can a twenty- year old plane be used?

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15. Why didn't the pilot land immediately?

Because of -----

**READING  
SCORE**

<b>15</b>

**WRITING 1**

**(10 marks)**

Write at least **100 words** on the following topic:

“Robots will take over most jobs in the future”

Do you agree or not? Give your reasons.

Your writing should be **clear** and **convincing**

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<b>Marker A</b>	<b>Marker B</b>	<b>Average</b>
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**WRITING 2**

**(10 marks)**

Write a text about an animation producer called **Walt Disney**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Walt Disney

born: Chicago/ 1901                      film producer/an innovator in animation

first production: *Oswald The Lucky Rabbit*                      26 Academy Awards

education: Chicago Art Institute                      Disneyland / 1955

founder /Laugh-O-Gram Studio/1922

famous characters: Mickey Mouse / Donald Duck

died: lung cancer/ 1966

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GRADE ELEVEN

ENGLISH LANGUAGE 'ELECTIVE'

SEMESTER ONE, 2017/2018, FIRST SESSION

MARKING GUIDE

TOTAL MARKS: 70

page 1 of 8

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LISTENING 1 (7 mks)			
1.	<input type="radio"/> biology	<input checked="" type="radio"/> psychology	<input type="radio"/> sociology
2.	<input type="radio"/> Community college	<input type="radio"/> university	<input checked="" type="radio"/> private language school
3.	<input checked="" type="radio"/> open their own restaurants	<input type="radio"/> practise English with tourists	<input type="radio"/> create new food items
4.	<input type="radio"/> language training centre	<input type="radio"/> modern fitness centre	<input checked="" type="radio"/> mental health treatment centre
5.	<input type="radio"/> 5	<input checked="" type="radio"/> 15	<input type="radio"/> 50
6.	<input checked="" type="radio"/> has experience in psychological advising	<input type="radio"/> has taught in many different countries	<input type="radio"/> specializes in grammar instruction
7.	<input type="radio"/> an intermediate	<input checked="" type="radio"/> a high-intermediate	<input type="radio"/> an advanced

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

LISTENING 2 (8 mks)

- 8. Kenya
- 9. *Protect animals*
- 10. Local people
- 11. Wild life

- 12. T
- 13. F
- 14. F
- 15. T

Notes: One mark each.

Qs 8-11: (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.

Qs 12-15: Responses must be indicated clearly.



GRM/ VCB 1 (2.5 mks)								
	documentary	channel	summer	tomb	city	action	old	famous
1.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM/ VCB 2 (2.5 mks)	
6. used	9. would
7. be	10. had
8. been	

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

GRM/ VCB 3 (5 mks)								
11.	<input type="radio"/>	endangered	<input type="radio"/>	alive	<input checked="" type="radio"/>	extinct	<input type="radio"/>	messy
12.	<input checked="" type="radio"/>	age	<input type="radio"/>	mountain	<input type="radio"/>	fall	<input type="radio"/>	cube
13.	<input type="radio"/>	situation	<input type="radio"/>	imagination	<input checked="" type="radio"/>	weather	<input type="radio"/>	memory
14.	<input type="radio"/>	angry	<input checked="" type="radio"/>	responsible	<input type="radio"/>	careful	<input type="radio"/>	clever
15.	<input type="radio"/>	heating up	<input type="radio"/>	harvest	<input checked="" type="radio"/>	hunting	<input type="radio"/>	chopping
16.	<input checked="" type="radio"/>	size	<input type="radio"/>	colour	<input type="radio"/>	view	<input type="radio"/>	age
17.	<input type="radio"/>	fortnight	<input type="radio"/>	band	<input type="radio"/>	fear	<input checked="" type="radio"/>	climate
18.	<input checked="" type="radio"/>	prevent	<input type="radio"/>	smell	<input type="radio"/>	hide	<input type="radio"/>	remember
19.	<input type="radio"/>	brains	<input type="radio"/>	ears	<input checked="" type="radio"/>	tusks	<input type="radio"/>	eyes
20.	<input type="radio"/>	sound	<input type="radio"/>	distance	<input checked="" type="radio"/>	snow	<input type="radio"/>	sea

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

READING 1 (7 mks)

- |    |  |   |   |
|----|--|---|---|
| 1. | <input checked="" type="radio"/> a place to live and regular classes | <input type="radio"/> regular classes only        | <input type="radio"/> a place to live only        |
| 2. | <input type="radio"/> Boronia College                                | <input checked="" type="radio"/> Burnside College | <input type="radio"/> Helen Turner College        |
| 3. | <input type="radio"/> Helen Turner College                           | <input type="radio"/> Boronia College             | <input checked="" type="radio"/> Burnside College |
| 4. | <input type="radio"/> males  | <input checked="" type="radio"/> females          | <input type="radio"/> both                        |
| 5. | <input checked="" type="radio"/> on foot                             | <input type="radio"/> by bike                     | <input type="radio"/> by bus                      |
| 6. | <input type="radio"/> September                                      | <input type="radio"/> July                        | <input checked="" type="radio"/> August           |
| 7. | <input type="radio"/> rare   | <input checked="" type="radio"/> plentiful        | <input type="radio"/> cheap                       |

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

READING 2 (8 mks)	
8.	Patna
9.	A housing complex / brick houses
10.	Twenty /20 years ago
11.	By the end of the year
12.	55
13.	11
14.	If properly maintained
15.	Hazy visibility conditions
<p><u>Notes:</u> One mark each.</p> <p>1) <b>Grammatical mistakes</b> should be ignored.</p> <p>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.</p> <p>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. <b>HOWEVER,</b> 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>Responses must be indicated clearly.</u></p>	

**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.

**WRITING 1 (10 mks)**

10	<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>
8	<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>
6	<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>
4	<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>
2	<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>
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"> <li>- Presents relevant information clearly and in an interesting way.</li> <li>- Very good use of details and examples.</li> <li>- Language used is fully appropriate to the type of text.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Presents relevant information with reasonable success.</li> <li>- Good use of details and examples.</li> <li>- Language used is mostly appropriate to the type of text.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Manages to present relevant information, but only in a somewhat limited way.</li> <li>- Minimal use of details and examples.</li> <li>- Language used is reasonably appropriate to the type of text.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Attempts to present information, but the results are obviously inadequate.</li> <li>- Poor use of details and examples.</li> <li>- Language used is often inappropriate to the type of text.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Presents very little relevant information indeed.</li> <li>- No use of details and examples.</li> <li>- Language used is wholly inappropriate to the type of text.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.</p>
<p>* See <u>both</u> the picture <u>and</u> the information points provided.</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 2), 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.]



**ENGLISH LANGUAGE TEST**  
**GRADE ELEVEN 'ELECTIVE'**  
Semester One  
Second Session

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**  
**Time: 2 ½ hours**                      **Pages: 13**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	15					
GRM/VCB	10					
READING	15					
WRITING	20					
<b>TOTAL</b>	<b>60</b>					

**LISTENING 1 (Items 1-7)****(7 marks)**

You are going to hear a conversation between a man and his neighbour.

Listen, and shade in the bubble  next to the correct option.

1. The man has not seen his neighbour for \_\_\_\_\_.  
 a week                       a month                       two months
  
2. The woman had gone to New York by \_\_\_\_\_.  
 car                       train                       plane
  
3. The man has been busy working in his \_\_\_\_\_.  
 office                       garden                       garage
  
4. The man met his wife in \_\_\_\_\_.  
 California                       Chicago                       New York
  
5. He moved to this neighbourhood because \_\_\_\_\_.  
 his wife asked him                       he got a new job                       he found a new house
  
6. In \_\_\_\_\_ the woman moved to this neighbourhood.  
 1998                       2013                       2016
  
7. The woman has been working for \_\_\_\_\_ years.  
 five                       ten                       thirty





**LISTENING 2 (Items 8-15)**

**(8 marks)**

You are going to hear a talk about the different sides of the brain.

**Part One:** For each item, write a short answer (**not more than FOUR WORDS**).

8. What do the celebrities have in common?

\_\_\_\_\_

9. How many messages does the body send to the brain every second?

\_\_\_\_\_

10. Who has heavier brains?

\_\_\_\_\_

11. When does each side of the brain become stronger?

\_\_\_\_\_

**Part Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
12. As a lawyer, you are likely to have a stronger left brain.	<input type="radio"/>	<input type="radio"/>
13. A person with a strong left brain may not be practical.	<input type="radio"/>	<input type="radio"/>
14. A person with a strong right brain may be good at recognizing faces.	<input type="radio"/>	<input type="radio"/>
15. Some people can use both sides of the brain at the same time.	<input type="radio"/>	<input type="radio"/>

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**LISTENING  
SCORE**

15

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, Shade in the bubble  under the correct option.

**Speaker A:** Hi, are you going anywhere special tonight? How about coming with me to Haitham Rafi's live music <sup>(1)</sup> \_\_\_\_\_ at Al Qurm Theatre?

**Speaker B:** That would be great. I saw the advertisement <sup>(2)</sup> \_\_\_\_\_ for it only yesterday.

**Speaker A:** We need to go early as lots of people will be there. He is so popular. His music inspires his <sup>(3)</sup> \_\_\_\_\_ to sing along with him.

**Speaker B:** I can't wait! By the way, I heard that today is his last show for this season. He is going with his family on a <sup>(4)</sup> \_\_\_\_\_ from Muscat to Mumbai. It seems he does not like flying!

**Speaker A:** Yes, that is correct. I heard they love his singing there. He is a <sup>(5)</sup> \_\_\_\_\_ in India.

**Speaker B:** Of course, he is! He won 'The Heart of India' talent competition last year.

audience    celebrity    chart    concert    cruise    imagination    occupation    poster

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. She has \_\_\_\_\_ living in Liverpool all her life.
  
7. The game has not started \_\_\_\_\_. Come on, let's go!
  
8. They have gone away for a few days, \_\_\_\_\_ they?
  
9. Please be quiet. The children \_\_\_\_\_ sleeping.
  
10. I want to live in a place \_\_\_\_\_ there is lots to do.



**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

For each item, shade in the bubble  next to the correct option.

These days, it <sup>(11)</sup> \_\_\_\_\_ that people have too little time to read books because they are so <sup>(12)</sup> \_\_\_\_\_. Sometimes you see people reading while travelling. <sup>(13)</sup> \_\_\_\_\_, travel is so fast nowadays, that most people only <sup>(14)</sup> \_\_\_\_\_ to take a newspaper or magazine <sup>(15)</sup> \_\_\_\_\_ them to read. Then when they <sup>(16)</sup> \_\_\_\_\_ home from work, there are so many <sup>(17)</sup> \_\_\_\_\_ distractions such as social media Apps. For instance, Instagram, Snapchat, and Facebook take up peoples' time so they have <sup>(18)</sup> \_\_\_\_\_ time to read. People need to learn to <sup>(19)</sup> \_\_\_\_\_ books so that books do not <sup>(20)</sup> \_\_\_\_\_ a thing of the past, only seen in museums.

11.  notices       seems       allows       checks
12.  crowded       full       busy       tight
13.  Although       However       As a result       So
14.  manage       manages       managed       managing
15.  from       by       with       to
16.  get       climb       carry       board
17.  another       other       others       neither
18.  less       a lot       lots       few
19.  value       values       valued       valuing
20.  begin       become       bring       believe

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GRM/VCB  
SCORE

10

**READING 1 (Items 1-7)****(7 marks)**

Read the following letter/e-mail. Then complete the task.

Dear Sir,

I am writing this reference at the request of Maryam Ali who has applied for the English Learners' programme at your college.

I have known Maryam since she joined our school and have had the pleasure of teaching her since January 2016. She has always impressed me with her ability to organize and manage different activities in our school, in particular the English Club. She has consistently demonstrated a love of learning, and is committed to achieving her ambitions. What distinguishes Maryam from other students, is her passion for reading and her thirst for knowledge.

During her time at school, Maryam started a group which is called 'English for Everyone'. She has created a fruitful environment in which students can discuss topics in English in a friendly and less academic manner. She is also an active participant in all English club discussions, and is always ready to support other students who might struggle in English. She is also responsible for English assemblies which are held every fortnight. Moreover, she has conducted workshops not only for students, but for teachers as well.

Her caring nature allows her to work well with others in a team setting, as she always respects others' opinions. As you may have already realised, she is an extrovert who has got very strong leadership skills. She participated in the 'Takatuf' programme last year. She was honoured as the most promising student by Takatuf board members.

Furthermore, she is very creative and her designs for various companies' logos have won many awards both at a national and international level. I strongly recommend that Maryam be accepted onto the English Learners' Programme. She will prove herself to be a very able participant who will add a lot of value to the programme. Please feel free to contact me either by phone 24604546 or by email [shambala@omantel.net.om](mailto:shambala@omantel.net.om) if you have any further questions regarding Maryam.

Yours sincerely,

Mrs.Wafa

English Teacher

**READING 1 (continued)**

**Task:** For each item, shade in the bubble  next to the correct option.

1. The teacher has known Maryam for the past \_\_\_\_\_ years.  
 two                                       three                                       four
  
2. Maryam is \_\_\_\_\_ student.  
 a weak                                       an average                                       a smart
  
3. 'English for Everyone' is a \_\_\_\_\_.  
 class book                                       students' group                                       teachers' community
  
4. English assemblies in Maryam's school are held every \_\_\_\_\_.  
 day                                       week                                       two weeks
  
5. Maryam can be described as \_\_\_\_\_.  
 bossy                                       co-operative                                       selfish
  
6. Maryam has won many competitions \_\_\_\_\_.  
 in Oman                                       overseas                                       both (in Oman and overseas)
  
7. The writer supports Maryam's enrolment onto a \_\_\_\_\_ programme.  
 scholarship                                       design                                       language



**READING 2 (Items 8-15)****(8 marks)**

Read the text. For each item, write a short answer (**not more than FOUR WORDS**).

When Ameera arrives home from school, she always gets a glass of chocolate milk and then goes upstairs to her bedroom. This is her favourite time of day. The house is quiet, and she can play with her hamsters. Ameera has got two of them. Their names are Zoe and Zelda and they live in a cage in her bedroom. Ameera knows that most people do not like hamsters, because they think they are dirty. A year ago, she did not like them either. Then, one day, her friend Martina showed Ameera her hamsters. Ameera could see how intelligent and affectionate they were.

When one of Martina's hamsters had babies, Ameera asked her Mum if she could have two for her birthday present. Her Mum and Dad did not like the idea, but then Ameera got an excellent school report so they decided to give her the present she wanted. 'There's one very important rule', said her Mum. 'The hamsters live in your bedroom and they must never go into any other rooms in the house, in particular the kitchen!'

One day when Ameera was in her room, she opened the cage. First, she picked up Zelda and put her on the floor. Then she put Zoe on her shoulder. Zelda loved to explore. She climbed the furniture and went under Ameera's bed. Zoe was quieter and liked sitting on Ameera's shoulder. Shortly afterwards Mum knocked on the door. 'Hi, Ameera, I am going to my aerobics class. I'll be back at seven o'clock. Dad's on his way home. He's making pasta tonight so be sure to help him.' 'OK, Mum. See you later.'

Mum closed the door. Ameera put Zoe back in the cage and called Zelda. 'Zelda, where are you?' Zelda usually came when her name was called but this time she did not. Ameera started to look for her. 'She must be here somewhere,' thought Ameera, 'Oh no! Mum was here, and Mum opened the door! Zelda could be in the bathroom or living room, or even the kitchen!' Ameera started to search everywhere but she could not find Zelda.

'Hi, Ameera!' said Dad as he came into the kitchen with a bag of tomatoes and pasta. 'Are you OK?' 'Yes, I'm... I'm fine', but she was not fine, and she needed Dad's help. 'Dad, I've ...I've lost Zelda!'. 'I see,' said Dad. 'Don't worry, we'll find her. She can't have gone far!' Ameera and her dad looked all over the house, but they could not find Zelda anywhere. Then, Ameera heard a key in the door and Mum saying, 'It's me, I'm home'. 'Oh, no!' thought Ameera. 'Mum's going to be so angry!' She decided to run up to her room and wait for Dad to tell Mum about Zelda. Then Ameera heard her Dad laughing. Her Mum called out, 'Ameera come downstairs now'. She went downstairs and there was Mum with a big smile on her face and Zelda sitting on her shoulder!

'Oh, Mum, you found her! Where was she?'

'Well, when I arrived at the gym, I opened my bag and found her. She was sleeping in one of my shoes'. 'Oh, I am so sorry Mum' 'It's alright Ameera' I picked her up for the first time and you know what I think I like Zelda, and also Zoe.

**READING 2 (continued)**

8. What was Ameera's favourite time of day?

\_\_\_\_\_

9. What rules did Ameera's Mum insist upon?

\_\_\_\_\_

10. Why does Ameera prefer Zoe?

\_\_\_\_\_

11. What did Mum ask Ameera to do?

\_\_\_\_\_

12. How did Zelda escape from the bedroom?

\_\_\_\_\_

13. Why did Ameera stay in her room after her Mum had returned home?

\_\_\_\_\_

14. Where was Zelda found?

\_\_\_\_\_

15. By the end of the story, who had changed their mind about hamsters?

\_\_\_\_\_

READING SCORE	15





**WRITING 1 (continued)**

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Marker A	Marker B	Average

**WRITING 2**

**(10 marks)**

Write at least **100 words** on the following topic:

**"Describe something that you are really good at"**

Your writing should be **interesting** and **well organized**.

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**WRITING 2 (continued)**

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Marker A	Marker B	Average

<b>WRITING SCORE</b>	
	<b>20</b>

**GRADE ELEVEN**  
**ENGLISH LANGUAGE 'ELECTIVE'**  
**SEMESTER ONE, 2017/2018, SECOND SESSION**

**MARKING GUIDE**  
**TOTAL MARKS: 70**  
**page 1 of 8**

\*\*\*\*\*

LISTENING 1 (7 mks)			
1.	<input type="radio"/> a week	<input checked="" type="radio"/> a month	<input type="radio"/> two months
2.	<input type="radio"/> car	<input type="radio"/> train	<input checked="" type="radio"/> plane
3.	<input type="radio"/> office	<input checked="" type="radio"/> garden	<input type="radio"/> garage
4.	<input checked="" type="radio"/> California	<input type="radio"/> Chicago	<input type="radio"/> New York
5.	<input type="radio"/> his wife asked him	<input checked="" type="radio"/> he got a new job	<input type="radio"/> he found a new house
6.	<input type="radio"/> 1998	<input type="radio"/> 2013	<input checked="" type="radio"/> 2016
7.	<input type="radio"/> five	<input checked="" type="radio"/> ten	<input type="radio"/> thirty

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

**LISTENING 2 (8 mks)**

8. They're left handed
9. Million messages / More than a million
10. Less intelligent people / Less smart / Less clever (all correct)
11. A child/ When you are young / When you are a child ( all correct)

12. True
13. False
14. True
15. True

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes:** 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 the following criteria is met:

\*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.

GRM/ VCB 1 (2.5 mks)								
	audience	celebrity	chart	concert	cruise	imagination	occupation	poster
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM/ VCB 2 (2.5 mks)	
6. been	9. are
7. yet	10. where
8. haven't	

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

GRM/ VCB 3 (5 mks)								
11.	<input type="radio"/>	notices	<input checked="" type="radio"/>	seems	<input type="radio"/>	allows	<input type="radio"/>	checks
12.	<input type="radio"/>	crowded	<input type="radio"/>	full	<input checked="" type="radio"/>	busy	<input type="radio"/>	tight
13.	<input type="radio"/>	Although	<input checked="" type="radio"/>	However	<input type="radio"/>	As a result	<input type="radio"/>	So
14.	<input checked="" type="radio"/>	manage	<input type="radio"/>	manages	<input type="radio"/>	managed	<input type="radio"/>	managing
15.	<input type="radio"/>	from	<input type="radio"/>	by	<input checked="" type="radio"/>	with	<input type="radio"/>	to
16.	<input checked="" type="radio"/>	get	<input type="radio"/>	climb	<input type="radio"/>	carry	<input type="radio"/>	board
17.	<input type="radio"/>	another	<input checked="" type="radio"/>	other	<input type="radio"/>	others	<input type="radio"/>	neither
18.	<input checked="" type="radio"/>	less	<input type="radio"/>	a lot	<input type="radio"/>	lots	<input type="radio"/>	few
19.	<input checked="" type="radio"/>	value	<input type="radio"/>	values	<input type="radio"/>	valued	<input type="radio"/>	valuing
20.	<input type="radio"/>	begin	<input checked="" type="radio"/>	become	<input type="radio"/>	bring	<input type="radio"/>	believe

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

READING 1 (7 mks)

- |    |                                      |  |  |
|----|--------------------------------------|--|--|
| 1. | <input checked="" type="radio"/> two | <input type="radio"/> three                      | <input type="radio"/> four                                   |
| 2. | <input type="radio"/> a weak         | <input type="radio"/> an average                 | <input checked="" type="radio"/> a smart                     |
| 3. | <input type="radio"/> a class book   | <input checked="" type="radio"/> students' group | <input type="radio"/> teachers' community                    |
| 4. | <input type="radio"/> day            | <input type="radio"/> week                       | <input checked="" type="radio"/> two weeks                   |
| 5. | <input type="radio"/> bossy          | <input checked="" type="radio"/> co-operative    | <input type="radio"/> selfish                                |
| 6. | <input type="radio"/> In Oman        | <input type="radio"/> overseas                   | <input checked="" type="radio"/> both (in Oman and overseas) |
| 7. | <input type="radio"/> scholarship    | <input type="radio"/> design                     | <input checked="" type="radio"/> language                    |

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



READING 2 (8 mks)	
8.	After school/ The afternoon.
9.	Keep them in the bedroom / Not to go to the kitchen / Not to go to another room.
10.	She is quiet/ She loves to sit on Ameera's shoulder.
11.	To help Dad.
12.	The door was open / Mum opened the door / When the door was opened.
13.	Her mum will be angry / She was scared/ terrified.
14.	In her Mum's shoes/ At the gym/ In Mum's bag
15.	Her Mum/ Ameera's Mum
<p><b>Notes:</b> One mark each.</p> <p>1) <b>Grammatical mistakes</b> should be ignored.</p> <p>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.</p> <p>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. <b>HOWEVER,</b> 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. Responses must be indicated <u>clearly</u>.</p>	

**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.*

**WRITING 1 (10 mks)**

<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>: <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>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>- Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</li> <li>- Language used is fully appropriate to the type of text.</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>- Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</li> <li>- Language used is mostly appropriate to the type of text.</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>- Manages to present relevant information, but only in a somewhat limited way.</li> <li>- Minimal use of details and examples.</li> <li>- Language used is reasonably appropriate to the type of text.</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>- Attempts to present information, but the results are obviously inadequate.</li> <li>_ Poor use of details and examples.</li> <li>- Language used is often inappropriate to the type of text.</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>- Presents very little relevant information indeed.</li> <li>_ No use of details and examples.</li> <li>- Language used is wholly inappropriate to the type of text.</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 topic or to the information provided) <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>
<p>* See <u>both</u> the picture <u>and</u> the information points provided.</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 2), 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.]