

No half marks!

## 1. Listening

1. temperature
2. 2000-2009
3. 4 degrees / four degrees
4. rivers
5. 150 litres / a hundred and fifty litres /  
one hundred and fifty litres
6. oxygen
7. extinction
8. fishing nets
9. electricity
10. one hundred / a hundred /100

## 2. Reading

### 2.1 *A day in the life of a radio news presenter*

**TWO POINTS PER ANSWER!!!**

- 11 B
- 12 H
- 13 A
- 14 F
- 15 E
- 16 G

### 2.2 *A strange place to get married*

- 17 E
- 18 A
- 19/20 B/C in any order
- 21 C
- 22 D
- 23 A
- 24 C
- 25 E
- 26/27 A/E in any order
- 28 B
- 29 B

## 3. Use of English

### 3.1 *COMPUTER GAMES*

- 30 the
- 31 most
- 32 has / have
- 33 when / once / as
- 34 what
- 35 between
- 36 to
- 37 other
- 38 number
- 39 their

### 3.2 *Bananas*

- 40 C
- 41 D
- 42 B
- 43 A
- 44 B
- 45 A
- 46 C
- 47 D
- 48 C
- 49 A
- 50 D
- 51 B
- 52 A
- 53 C
- 54 B

### 3.3 Key word transformations

Two marks for each answer are awarded, divided up as shown.

No marks are awarded for an answer if:

- the **key word** is omitted or changed,
- more than **five** or fewer than **two** words are used.

55 **should not have** or **shouldn't have** (1) / **stopped taking** (1)

56 **me for** (1) / **forgetting her birthday** (1)

57 **wishes she** (1) / **had chosen** (1)

58 **is not as** (1) / **good as** (1)

59 **is being** (1) / **investigated by** (1)

### 4 Writing

10 marks are awarded.

ASSESSMENT CRITERIA FOR WRITING (**B1** requirements)

- **TASK ACHIEVEMENT (maximum 4 points)**

#### CONTENT

Points covered. The **message** is **conveyed** and the task is achieved. The writing is of an appropriate **length**.

#### EFFECT ON TARGET READER

The reader clearly **understands** the message.

- **ORGANISATION (maximum 3 points)**

#### GENERAL ORGANISATION

The organization is well-structured with a clear **beginning, middle and end**. It is divided into **paragraphs**. In letters, the appropriate **layout** and writing conventions are observed.

#### COHESION

There is little repetition of the same phrases. Not all the sentences are very short and simple.

**Some complex sentences** are used thus demonstrating appropriate use of cohesive devices (linkers).

#### REGISTER

The writing is **consistently** formal, informal, or neutral **as dictated by the task**.

- **ACCURACY (maximum 3 points)**

#### GRAMMAR

The grammar is **mostly accurate**. There may be some mistakes, but they do not impede understanding.

#### VOCABULARY

The vocabulary used is **appropriate for the topic**. The student demonstrates his /her ability to convey the message effectively. Repetition is generally avoided.

#### PROCEDURE

**Each category is marked, points awarded and then scores totalled.**

**However**, if the writing fails to address the **topic**, only **ACCURACY** will be marked (i.e. award **up to 3 points**).

#### Recording marks

Each piece of writing is read by two examiners. The first person does not correct the mistakes so as not to influence the other examiner. He/she writes down his marks in one lower corner (there is a special box for that on the examination paper) and folds up the corner.

The following symbols should be used: **T** for task, **O** for Organisation, **A** for Accuracy and **S** for Score.

The second examiner does not underline the mistakes as well, completes the second box in one lower corner, signs, unfolds the corner, and calculates the final score. Half points are rounded up (e.g. 5.5 to 6.0).

In case of significant divergence (3 points or more) the two examiners negotiate the final score.

Postępowanie w przypadku prac o liczbie słów niezgodnej z poleceniem:
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- |  |
|--|
| <ul style="list-style-type: none"> <li>- od 0 do 60 słów przyznajemy 0 punktów</li> <li>- od 61 do 95 słów odejmujemy 1 punkt</li> <li>- powyżej 170 słów odejmujemy 1 punkt.</li> </ul> |
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Procedure in case of an incorrect number of words in the writing section:
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- |  |
|--|
| <ul style="list-style-type: none"> <li>- from 0 to 60 words – we give 0 points</li> <li>- from 61 to 95 words – we deduct 1 point</li> <li>- over 170 words – we deduct 1 point</li> </ul> |
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