

E_{SE2}

2018/2019



Marking Guidelines

Name / Surname(s): _____

School: _____

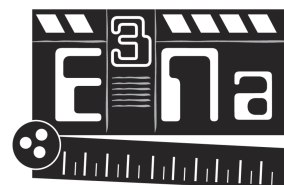
Group: _____

City / Town: _____

Date: _____

English Literacy

Year 2 of Secondary Education



Instructions

This test consists of three parts: Listening, Reading and Writing.

Listening

We will begin with a listening test. You will hear someone speaking about a situation.

- First, read the questions (2 minutes).
- Listen carefully to the recording. You will hear the recording twice.
- After each part you will have time to answer the questions.

For each question you have to circle the right answer. *For example:*

Example 1. How many months are there in a year?

- A. 2 months.
- B. 17 months.
- ☒ C. 12 months.
- D. 10 months.

If you decide to change your answer, cross out (X) your first option and circle your new answer. *For example:*

Example 1. How many months are there in a year?

- ☒ A. 2 months.
- B. 17 months.
- ☒ C. 12 months.
- D. 10 months.

Reading

You will read 3 texts and answer several questions.

Writing

Lastly, you will write a short composition, following some instructions.



The whole test lasts 60 minutes.



Listening – Home sweet home

Listen to Jackie and Richard talking about their new house. Choose the best option (only ONE: A, B, C or D) or complete the sentences as in the example.



Example: Richard and Jackie bought their house in 2009.

1. They moved there...

- A. the same year.
- B. in 2010.
- C. in 2011.
- D. after 2010.

2. Jackie loves the garden because it's quite _____ and many birds visit them.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	big

3. The house is quite close to the beach, _____, _____ and the motorway.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	forests / towns (ONE of them).
2	forests / towns (BOTH of them).

4. The village is...

- A. big.
- B. busy.
- C. calm.
- D. noisy.



5. Jackie and Richard have got there.

- A. a lot of colleagues
- B. good neighbours
- C. many friends
- D. some relatives

6. The living room is very comfortable: warm in winter and lovely and _____ in summer.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	cool



7. They save on heating bills because the walls...

- A. are around 0.5 meter wide.
- B. are not insulated.
- C. are newly built.
- D. are not very thick.

8. Which is one of the disadvantages?

- A. The house is too small.
- B. It hasn't got a room for guests.
- C. The bathroom isn't very bright.
- D. They have to share the bathroom.

9. Which one is false?

- A. You can't go anywhere for a drink.
- B. They need a car to move around.
- C. There are nice restaurants nearby.
- D. The internet connection is very bad.

Reading 1 – Notices

For the next 5 questions, choose the most suitable answer (A - G).

Use each letter once only.

Which notice (A - G) says this...?

Example.

10.

11.

12.

13.

14.

It says...	Notice
"Switch off your mobile!"	A B C D E F G H
"Don't forget to take it back to the library"	A B C D E F G
"Get some money for your old instrument"	A B C D E F G
"If you don't wear them any more, don't throw them in the bin!"	A B C D E F G
"Make sure you leave the place as you find it"	A B C D E F G
"To clean this garment you shouldn't use the washing machine"	A B C D E F G

A



B



C



D



E



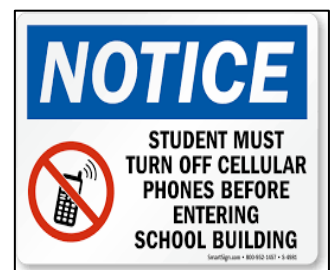
F



G



~~H~~



For the next 5 questions, choose the most suitable answer (A - G).

Use each letter once only.

Which notice (A - G) says this...?

	It says...	Notice
<u>Example.</u>	"Switch off your mobile!"	A B C D E F G H
15.	"Stop cycling and get off your bike"	A B C D E F G
16.	"They need someone to work there"	A B C D E F G
17.	"You can play with it if nobody else needs it"	A B C D E F G
18.	"You must take off your outdoor shoes"	A B C D E F G
19.	"You'll have to put your name on a list before entering"	A B C D E F G

A



B



C



D



E



F



G



H



Reading 2 – The great fire of London



Read this text twice and answer the questions.

In 1666 London was a busy city. It was very crowded. The streets were narrow and dirty. Fires were quite common at that time. Homes didn't have electricity, so real flames were used for lighting, cooking, and heating homes. That year, a huge fire burned down most of London – because it was so big, it was called the Great Fire of London. The fire lasted four days. There are many reasons why the fire was so large, but the main reason was that houses were made of wood, and were very close together. In those days there were no firemen to stop a fire. Another reason was that the summer of 1666 had been very dry, with no rain for months.

The fire started in a baker's shop early in the morning. The shop belonged to the king's baker, Thomas Farynor. Thomas was asleep, when a servant woke him. The bedroom was full of smoke. Thomas Farynor and his wife got out of their bakery in time, but their maid was too scared to jump from the roof. She was the first to die. Surprisingly, only nine people died as a result of the fire. With strong winds, the fire spread quickly. By Monday, 300 houses had burned down. Everybody was in a panic. People tried to leave town on foot or in carts pulled by horses. Others tried to get away on boats on the river.

Famous buildings including St Paul's Cathedral were completely destroyed, as well as 13,200 houses, and 87 churches. One hundred thousand people lost everything and became homeless.

At that time, people didn't know nearly as much about stopping fires as we do today. They just used buckets of water to stop the fire. This time a plan was suggested. They destroyed the houses to stop the fire. By Wednesday, they had the fire under control. Many people wrote at the time about the fire. They all described how dramatic and scary the fire was.

Not everyone at the time thought that the fire was an accident. Some said foreigners caused it. Others felt that the fire was started by those who were not free to follow their own religion. Some even saw the fire as a punishment from God. However, the fire was probably an accident, not a deliberate act.

20. London in 1666 was a city...

- A. clean and quiet.
- B. full of people.
- C. where firemen had to work a lot.
- D. where there were not many fires.

21. The Great fire of London was bigger than others because in the whole summer there had been no _____.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	rain

22. Thomas Farynor worked in a _____.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	bakery / baker's shop

23. In the Great Fire of London...

- A. 300 families died.
- B. few people died.
- C. many people died.
- D. Thomas Farrinor and his wife died.

24. All people tried to leave London...

- A. by boat.
- B. in different ways.
- C. on foot.
- D. riding their horses.

25. List three jobs mentioned in this text:

_____ ; _____ and _____.

Marking criteria	
Marks	Answer
0	No jobs have been mentioned. Only one job has been mentioned.
1	Only two jobs have been mentioned.
2	Three of these jobs are mentioned in any order: <i>baker, maid, servant and fireman.</i>

26. What's the paragraph in which is described how they stopped the fire?

- A. Paragraph 2.
- B. Paragraph 3.
- C. Paragraph 4.
- D. Paragraph 5.

27. At that time all people thought that the fire was...

- A. a punishment from God.
- B. an accident.
- C. caused by someone who wanted to set fire to London.
- D. scary and frightening.

HELP!

Punishment: castigo / zigor

28. This fragment could be part of...

- A. a history book.
- B. a book of legends.
- C. a graphic novel.
- D. a geography book.

Reading 3 – Australia

In this part of the exam you need to fill in 12 gaps. Read the text below and choose the most suitable word for each blank from the words given.



I was not born in Australia, but I have lived there since I was a little child. People call Australia *The lucky country*. Australia has golden^①..... and blue skies, but also a big desert and a lot of dangerous animals. However, Australia is more than just its landscapes and animals.

It became independent from the United Kingdom in 1901. It^②..... only 116 years old. It is situated in the south of Indonesia. Its large size is difficult to understand for most Europeans. Australia is almost as big as the whole of Europe.

There are few big towns in Australia and sometimes they are far from each other. To drive from one town to another on different coasts can take a week, as you^③..... to travel through one of the^④..... and most inhospitable deserts in the world. That is the reason why most people^⑤.....

Australia is very famous for its large number of dangerous animals. Many people^⑥..... me if the animals in Australia are really dangerous. The answer is yes. In my city sharks are common in the^⑦....., meaning I am very^⑧..... when I go surfing. Snakes are also a problem. For example, in my garden, there are often many dangerous snakes that can kill a man if they don't have an antidote within 3 hours.

Australia has different cultures. Almost^⑨..... of all Australians were born in other countries or had one parent^⑩..... was born in another country. In Australia, the most^⑪..... sport is Australian football. It is incredibly^⑫..... to both play and watch.

I hope that now you all know a little bit more about Australia.

29. Write the word that corresponds to each number:

ASK	BEACHES	CAREFUL	FLY
HAVE	OCEAN	FUN	IS
POPULAR	HALF	LARGEST	WHO

1 BEACHES

7 OCEAN

2 IS

8 CAREFUL

3 HAVE

9 HALF

4 LARGEST

10 WHO

5 FLY

11 POPULAR

6 ASK

12 FUN

Marking criteria	
Marks	Answer
0 – 3	0.25 for each correct answer.

Writing

There is a writing competition in your school and the topic of this year's contest is "**ALL ABOUT MY BEST FRIEND**". Write **about 100 words** answering the following questions:

- Who is s/he?
- How long have you known him/her?
- What activities do you share with him/her?
- Why is this person your best friend?



ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

Second paragraph

Third paragraph

Fourth paragraph

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Mark
0, 1 or 2

Task	Planning	0, 1 or 2
	Adequacy	
	Coherence	
Language	Cohesion	
	Grammatical accuracy	
	Spelling accuracy	
	Lexical Range	
Item 30 – Total:		

HOW TO MARK THE COMPOSITION

It is likely that some 2nd ESO teachers that have to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task, we enclose a simple guide to help them with the marking.

Marking the composition

The 14 marks of the writing task are divided into TASK and LANGUAGE.

(A) TASK comprises the aspects of PLANNING, ADEQUACY and COHERENCE:

- **PLANNING:** The written text has to respond to the planning of structures, vocabulary, paragraphs, etc. that are going to be used.

The student needs to plan in schematic form what will be developed more thoroughly later: single ideas, short phrases, vocabulary referred to the topic, connectors that may be used later, the anticipated number of paragraphs, etc.

In this particular case students may mention in schematic form:

- Who their friend is (their age, name, personality, physical description.....)
- How long they've known their friend for
- The activities they share with their friend
- The reasons why this person is their best friend

They will probably use the frame given for the draft outline, but they may have other ways of organising their ideas –mind map, list, etc.

- **ADEQUACY:** The text must respond appropriately to the task given and the length required. Besides, it must meet the requirements regarding layout, type of text, register, etc.

In this particular example we contemplate an entry for a school writing competition, based on personal information.

The student has to write an essay of around 10 lines about their best friend, who this person is, how long they have known this friend, the activities they share with their friend and the reason why this person is their best friend.

All the details that are requested in the instructions have to be dealt with for the task to be considered satisfactory. The language has to be standard.

- **COHERENCE:** The text has to be coherent. It must be understood without great difficulty by the reader. In this composition the student has to deal with all the items requested in the instructions in a logical, clear, well-ordered way. The model and the draft should contribute to that. Different logical orders are contemplated, many students will start by giving the name of the friend and will move straight away to when/how they met or how long they have known each other, and after doing so, and they will give a description of their friend or will even compare themselves with their friend.

(B) LANGUAGE comprises the aspects of COHESION, GRAMMATICAL ACCURACY, SPELLING ACCURACY and LEXICAL RANGE.

- **COHESION**: The text must contain the right cohesive devices.
In this particular composition the expected cohesive devices for 2nd ESO are *THEN, AFTER THAT, NEXT, BEFORE... AND, ALSO, TOO, BUT, SO* and *BECAUSE* (students are likely to use **some** of them). Even if no cohesive devices are used, cohesion can be expressed through the use of sentences ordered in a logical way, the use of relative pronouns, personal or reflexive pronouns.... and, of course, by the use of paragraphs to differentiate pieces of information.

- **GRAMMATICAL ACCURACY**: The text has to show correctness and control of the use of the structures that must have been mastered by the end of 2nd ESO.

In this composition students are expected to use:

- the PRESENT SIMPLE to describe the friend (age, likes, personality, physical appearance; the activities they share with their friend and the reasons why this person is their best friend.
 - PAST SIMPLE OF DIFFERENT REGULAR AND IRREGULAR VERBS, for example *met, started, realised...* to talk about the time they met
 - the PRESENT PERFECT to talk about how long they have known each other
 - QUANTIFIERS (*we have a lot of things in common; a bit shy....*)
 - The right WORD ORDER of the different elements in the sentence (subject + verb + complement), etc.
 - They will probably use FREQUENCY ADVERBS and ADVERBIAL PHRASES (*always, usually, on Fridays, at weekends.....*)
- **SPELLING ACCURACY**: The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2nd ESO. Occasional mistakes are acceptable in less frequent words.
 - **LEXICAL RANGE**: The text must show the lexical richness and variety expected by the end of 2nd ESO.

THE EXPECTED VOCABULARY could be:

- ADVERBS and ADVERBIAL PHRASES to give a temporal framework (*usually, always, on Fridays, at weekends, a long time ago, when we were at primary school*)
- ADJECTIVE MODIFIERS (*really, very...*)
- ADJECTIVES to describe people's physical appearance (*blonde, black, straight, curly hair, blue eyes...*)
- ADJECTIVES to describe people's character (*nice, friendly, shy, talkative, generous...*)
- ADJECTIVES to describe feelings (*happy, ...*)
- VERBS of like (*what I like/love about her; I choose her;*)
- VERBS of thinking and opinion
- NOUNS and VERBS related to hobbies and sports (*play football, go surfing, go to the cinema, play the saxophone, hang out ...*)

We suggest that for all the seven different aspects assessed you start checking the text against the middle column (mark 1) and then move up or down as necessary.

ASSESSMENT CRITERIA – WRITING

We suggest you read through the text checking each of the seven different aspects being assessed. Please use the column in the middle (1 mark) as the base line and mark up or down as appropriate.

		MARKS		
		0	1	2
TASK	PLANNING	There is no previous planning	Partial or incomplete planning	Adequate planning (there is a draft outline, clear notes and ideas etc.)
	ADEQUACY	None of the points in the instructions are mentioned	Some of these four aspects have been achieved: -Just some points in the instructions are mentioned -the number of words may not be correct -the layout may not be adequate -the register may not be appropriate	Most of these four aspects have been achieved: -All the points in the instructions are mentioned -the number of words is appropriate -the layout is adequate -the register is appropriate
	COHERENCE	Incoherent text	Easy to understand, although there are some incoherent points that may make some things difficult to understand	Easy to understand. A clearly coherent text
LANGUAGE	COHESION	No cohesive devices are used	Some cohesive devices are used. There may be some mistakes	Cohesive devices, linking sentences and paragraphs. No serious mistakes.
	GRAMMATICAL ACCURACY	Basic mistakes on 2 nd year ESO structures	Some acceptable grammatical errors on 2 nd year ESO structures	Mainly adequate use of 2 nd year ESO structures
	SPELLING ACCURACY	Many spelling mistakes in basic vocabulary	Some spelling mistakes (between three and six)	Most words are written correctly, only some occasional mistakes or mistakes in words above 2 nd year ESO vocabulary
	LEXICAL RANGE	Limited range of vocabulary	Use of basic vocabulary, enough to convey the message	Rich and varied vocabulary for 2 nd year ESO
Only the total mark is to be introduced in EDUCA			Total mark	

SOME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by 2nd year ESO pupils and the marks given for Task and Language.

SAMPLE N° 1

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

He is bob, he has got 15 years old, he loves football and bull fighters

Second paragraph

The first day i know bob he was in madrid in a bull fight and bob was there with her dad but we start speaking and one day we meet

Third paragraph

With bob I play football ~~and~~, we watch bulls and bulls fightings and some days we meet to go to shops

Fourth paragraph

Bob is my best friend because we ~~are~~ ^{are} the same and we've got the same likes

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	1
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	0
	Lexical Range	1
Item 30 - Total:		5

SAMPLE N° 1

Hello iam [redacted] and I came to present my best friend.
His name is bob he has got 15 years he love football and
bull fighting. The first day i know bob was in Madrid
in a bullfighting bob was there with her dad and
we start speaking and one day we meet to play football
ther ~~g~~ I know that bob was my best friend.

With Bob I play a lot of football, we watch bull's programmes,
bulls'fightings and we are bullfighters and on fridays
we are going shopping.

Bob is my best friend because ~~we~~ we are same
and we've got the same lives.

SAMPLE N° 2

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

is a boy about 15 years old. He have a long hair ~~and~~ and yelow, is strong and tall.

Second paragraph

We met for first time in one village party.

Third paragraph

We have a lot of relationship and is very important for me. We do gootbol together and we go one day per week to do surp

Fourth paragraph

~~We can't~~ we have a lot of friends in comun and we have a lot of project for the guture

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	2
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	1
	Lexical Range	1
Item 30 - Total:		7

SAMPLE N° 2

My best friend is [REDACTED], it have is 15 years and he live in Iruña, he have long hair and yellow. Is strong and tall. We met for first time on Atarrabiak party, he say to me is ^{can} ~~don't~~ dance with him and I say yes. Now we have a lot of relationship and is very important for me. We do football together and we go one day per week to do surf. We have a lot of friends in comun and we have a lot of projects for the future, ~~for the future~~.

SAMPLE N° 3

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

His name, age, nationality, where ~~se~~ does she live?
She has... (hair, nose, eyes)

(45)

(18)

Second paragraph

I know her... year
in...

(10)

Third paragraph

We always play...
" " do
We love...

(18)

Fourth paragraph

Is very...
She listens...

(17)

(29)

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	1
	Coherence	1
Language	Cohesion	2
	Grammatical accuracy	1
	Spelling accuracy	2
	Lexical Range	2
Item 30 – Total:		10

SAMPLE N° 3

My best friend is [REDACTED], she is 15 years old and she is from Spain, but she lives in Germany. She has got a long, blonde hair and her eyes are very big and blue. Her nose is very little but she doesn't like it.

I know her about five years ago in the ~~se~~ school.

We always play football and sometimes we go shopping. We love play instruments and we have a band ~~with~~.

Is very especial for me because she is a very good person and ~~she is~~ ~~she~~ she is always happy. She listens to me and I listen her ~~with~~ when we have problems.

SAMPLE N° 4

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

-She is called [REDACTED]

Second paragraph

- Since I was 8 years old
- We meet in the school

Third paragraph

- We go on holidays together
- We practice alot of sports together ^{for example:} climbing

Fourth paragraph

She always help me in what I need
We have a lot of fun together

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	2
	Spelling accuracy	1
	Lexical Range	2
Item 30 – Total:		12

SAMPLE N° 4

My best friend is called [REDACTED], and she is a really important person for me.

We have been best friends, since ^{we were} ~~we were~~ 8 years old. We meet in the school, ~~were~~ ^{and} I changed from school.

We make a lot of things together, we both love sports, that's why we practice a lot of sports together like for example climbing. On summers we go on holidays together, last year we went to an attraction park called "Portaventura", and this year we are going to Santander to go surfing.

She is my best friend because we always help each other in what we need, and we have a lot of fun together.

SAMPLE N° 5

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph

- Physical appearance ← taller than me
~~dark~~ hair, straight
 tanned skin
 Name — Nidplás
 - Personal ← intelligent
 peaceful
 kind

Second paragraph

Time ← Since I was 2
 12 years
 meet him → neighbor's house

Third paragraph

Activities ← Padel
 Football

Fourth paragraph

Why? ← meet him for a long time
~~some reason~~
 we share activities

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	2
	Spelling accuracy	2
	Lexical Range	2
Item 30 – Total:		14

SAMPLE N° 5

My best friend is called [redacted] and he is my best friend. He is taller than me, he has dark straight hair and also tanned skin. He is clever and kind, nevertheless he sometimes is jealous. ~~He~~ What I like of him is that he is open-minded and easy-going.

I know him since I was 2 years old. That's too much time! On december, we will have been friends for 12 years. I met him on my neighbour's house. His mother is ~~also~~ kind too.

We both share the same activities, football and padel. He is better than me in padel but I am better than him in football. ~~His dream is to become a professional padel player.~~ We like so much play matches.

Is my best friend because I met him for a long time, we have ~~many~~ lots of things in common and because we have ~~same mind~~ more or less the same opinion.