

**E<sub>SE2</sub>**

**2016/2017**



# 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 first 8 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 moths 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 moths 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.

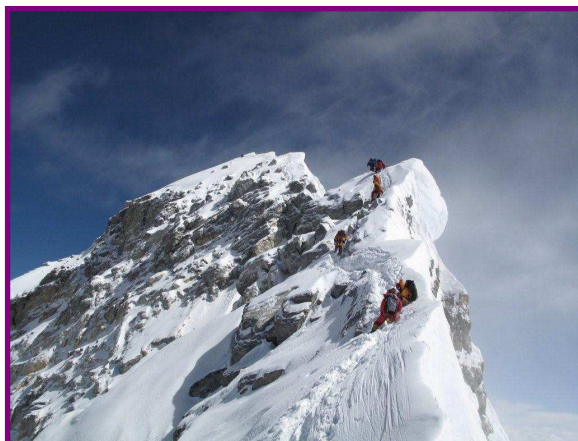


**The whole test lasts 60 minutes.**



## Listening – Mount Everest

You are going to listen to an extract about Mount Everest. Choose the best option (only ONE: A, B, C or D) or complete the sentences as in the example.



***Example.** Edmund Hillary and Nepalese sherpa Tenzing Norgay reached the summit of Mount Everest in 1953.*

### 1. Climbing Everest...

- A. is as difficult as reaching the South Pole.
- B. means going to the second coldest place in the world after the South Pole.
- C. is less difficult than reaching the South Pole.
- D. is more difficult than reaching the South Pole.

### 2. In the first expedition to Mount Everest there were...

- A. 400 porters and climbers.
- B. 360 porters.
- C. 360 sherpas and climbers.
- D. 360 sherpas and porters.

### 3. The oldest climber to Mount Everest is an 80 year old citizen from \_\_\_\_\_.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	Japan (Japanese is not a correct answer).

**4. In 2007 climbing Everest became a problem because it was...**

- A. extremely cold.
- B. more dangerous than ever.
- C. too full of people.
- D. too expensive.

**5. Nowadays, climbing Mount Everest is...**

- A. easy if you are rich.
- B. easy if you have the right equipment.
- C. something anyone can try.
- D. still dangerous.

**6. From South Col, the last base before reaching to the \_\_\_\_\_, it can take 12 hours to walk the last 1.7 kilometres.**

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

**7. On average, climbing Everest can cost \_\_\_\_\_ pounds per climber.**

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	40000 / forty thousand

**8. What would be the best title for this listening?**

- A. A history of climbing methods.
- B. Famous Everest climbers.
- C. Mount Everest: a short story.
- D. Holidays on Mount Everest.

# 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 ...?

	It says...	Notice
<u>Example.</u>	"Taxi drivers pay less"	A B C D E F G <b>H</b>
9.	"Elderly people can get a discount here"	A B C D E F <b>G</b>
10.	"By buying a pair of items you can get an important discount"	<b>A</b> B C D E F G
11.	"Very soon the shop won't open anymore"	A B C D <b>E</b> F G
12.	"You can get a better price if you don't use your credit card"	A B C D E <b>F</b> G
13.	"You don't have to pay any extra money to have your goods delivered"	A B <b>C</b> D E F G

A



B



C



D



E



F



G



H



**14.** If you're 14 years old and you want to find a swimming pool to go there on your own, which of the following swimming pools is the best for you?

A.



B.



C.



D.

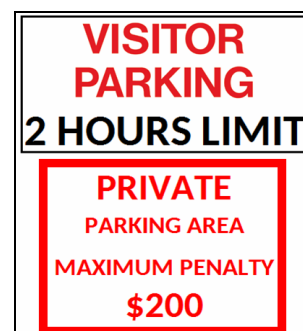


**15.** You're looking for a place to leave your car in the evening till the following day. Which of the following parking lots is the best for you?

A.



B.



C.



D.





**16.** Which notice (A, B, C or D) says “Slow down! There may be children crossing the road”?

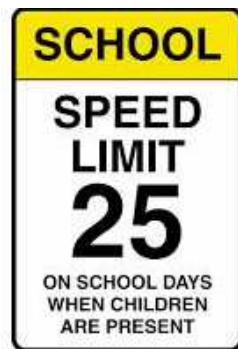
A.



B.



C.



D.



**17.** Which notice (A, B, C or D) says “You should take the stairs”?

A.



B.



C.



D.



## Reading 2 – Jellyfish



This is an extract from a science report about jellyfish. Read it twice and answer the questions.

### DEFINITIONS

- **Prey:** *An animal that is hunted by another animal for food.*
- **Predator:** *An animal that hunts another animal.*
- **Sting:** *To cause a wound or pain by the injection of poison.*

Jellyfish are not fish. They are fish-eating animals that float in the sea. They come in a huge range of different shapes and sizes. Only about five percent of the body of a jellyfish is solid matter; the rest is water. They have soft, jellylike bodies, no bones and long, poisonous tentacles that they use to catch their prey and protect themselves from predators. Sometimes they sting people who are swimming, too.

There are many types of jellyfish. The smallest are just a few centimetres across. One of the biggest species of jellyfish lives in the Antarctic Sea. Its tentacles can reach up to 45 metres, or about half a football pitch!

One of the deadliest jellyfish is the Box Jelly. The venomous sting of this jellyfish can kill people. In Australia, the Box Jelly kills up to 65 people a year.

Most jellyfish tend to eat small creatures such as shrimps, plankton and microscopic fish. They wait for their prey to move along, covering their tentacles around them and injecting them with a poison. But jellyfish themselves are vulnerable to predators and are eaten by creatures that don't fear their tentacles, e.g. turtles or other jellyfish.

Jellyfish have no brain, heart or bones, except for a jaw! Jellyfish breathe in a different way to humans or fish. They have no lungs or gills. The wall of their body and tentacles are so thin that oxygen is able to pass directly from the water into their internal organs.

Jellyfish release their eggs and sperm into the water which eventually meet and the egg is fertilised. The jellyfish egg quickly becomes an embryo and begins to develop in the ocean.

When you see jellyfish on the beach you wouldn't imagine there was so much to learn about them!



**18. The bodies of all jellyfish are...**

- A. mostly made of solid matter.
- B. soft and wide.
- C. similar in size and shape.
- D. thin, mostly made of water.

**19. Jellyfish use their tentacles...**

- A. to attract their predators.
- B. to both catch and sting their prey.
- C. to help them swim and move around.
- D. basically to sting swimmers.

**20. Say which one is true:**

- A. All big species live in the Antarctic Sea.
- B. All jellyfish have tentacles that can reach up to 45 metres.
- C. The smallest jellyfish has no tentacles.
- D. The tentacles of one of the biggest jellyfish can be as big as half a football pitch.

**21. Jellyfish normally eat...**

- A. small predators thanks to their poisonous tentacles.
- B. jellyfish, shrimp and any kind of fish.
- C. jellyfish, shrimp and microscopic sea creatures.
- D. plankton, shrimp, turtles and fish.

**22. Jellyfish can be prey to other predators such as...**

\_\_\_\_\_ and \_\_\_\_\_.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<i>Turtles or other jellyfish / Turtles or jellyfish Other jellyfish or turtles / Jellyfish or turtles</i>

**23.** The only bone jellyfish have is the\_\_\_\_\_.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<i>Jaw</i>

**24.** Jellyfish...

- A. breathe in the same way as fish.
- B. absorb the oxygen in the water directly.
- C. don't need oxygen to survive.
- D. breath through their internal organs.

**25.** Jellyfish eggs...

- A. are fertilised inside their body.
- B. are fertilised in the water.
- C. don't need sperm to become embryos.
- D. don't survive if they don't meet sperm immediately.

## Reading 3 – The Pied Piper

In this part of the exam you need to fill in some gaps. Read the story of the Pied Piper below and choose the correct word for each blank from the choices given.



*The Pied Piper playing his pipe*

Many of you are familiar with the story of the Pied Piper of Hamelin. Few realise, however, that the story is based on real events. The Pied Piper is one of the .....<sup>1</sup>..... known fairy tales of all times. If this tale is based on real events, how much truth is there in other fairy tales that we were told as .....<sup>2</sup>.....?

For those unfamiliar with the tale, it is set in 1284 in the town of Hamelin, Germany. This town was facing a rat infestation, and a piper, .....<sup>3</sup>..... in a colourful coat, appeared. This piper promised to eliminate the rats in return for payment. Although the piper exterminated the rats by leading them away with his music, the people of Hamelin didn't keep their .....<sup>4</sup>..... and didn't pay him. The piper was .....<sup>5</sup>..... On the 26th of July during that same year, the piper returned and led the children away, never to be seen again, just as he did with the rats.

Here is a short version of this worldwide .....<sup>6</sup>..... tale:

Many years ago, in the German town of Hamelin, the people were having a difficult time with rats. There .....<sup>7</sup>..... rats everywhere- in the streets, houses, flower beds, even in babies' cots. The mayor did not know what to do. One day, a peculiar man, .....<sup>8</sup>..... the Pied Piper arrived. He .....<sup>9</sup>..... a very colourful coat. He told everyone he could solve the .....<sup>10</sup>..... if the mayor would pay a huge sum of money. The mayor agreed.

The Pied Piper played his pipe and the rats .....<sup>11</sup>..... him out of Hamelin and fell off a precipice. "I will not pay" said the mayor. So the Pied Piper played his pipe again. This time every child went behind the Piper. They never returned. The mayor had learnt his .....<sup>12</sup>....., but it was far too late.

**26.** Write the word that corresponds to each number:

BEST	CALLED	CHILDREN	DRESSED
FOLLOWED	FURIOUS	LESSON	PROBLEM
PROMISE	FAMOUS	WAS WEARING	WERE

**1** BEST

**7** WERE

**2** CHILDREN

**8** CALLED

**3** DRESSED

**9** WAS WEARING

**4** PROMISE

**10** PROBLEM

**5** FURIOUS

**11** FOLLOWED

**6** FAMOUS

**12** LESSON

Marking criteria	
Marks	Answer
<b>0</b>	Any other answers.
<b>0 – 3</b>	0.25 for each correct answer.

# Writing

**Why don't you take part in our school writing contest?**

**The GRAND PRIZE will be a new Laptop Computer!**



**For more details click [here](#)**

Write around **100 words** about the **best day** of your life. **Mention** the following:

- Explain everything about **that day** (where you were, time of the year,...)
- **What happened** that day and **what you did**
- **Who** you were with
- **Why** it was a **special day**

**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.

\_\_\_\_\_



# HOW TO MARK THE COMPOSITION

It is likely that the 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:

- The day they have chosen to talk about.
- When and where the things happened.
- All the things they did that day and what happened to them.
- The people they were with/the people they met.
- Reasons why that day was special, feelings.

They will probably use the frame given for the scheme, which has also been used in the model, 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, mode of discourse, register, etc

In this particular example we contemplate a school essay for a literary contest based on personal information.

The student has to write an essay of around 10 lines about a special day in their life, give all the information about that day, when and where, what they did, who they were with and explain the reasons why that day was special, they will probably mention their feelings about that day.

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 manner. The model and the draft should contribute to that.

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

- **COHESION:** The text must contain the right cohesive devices –connectors, paragraphs, etc.

In this particular composition the expected cohesive devices for 2<sup>nd</sup> ESO are FIRST, SECOND, THEN, AFTER THAT, FINALLY... *AND*, *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. Finally, cohesion can also be achieved with 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 2<sup>nd</sup> ESO.

In this composition students are expected to use mainly the past simple of the verb *to be* and the past of other simple regular and irregular verbs; the right order of the different elements in the sentence (subject + verb + complement), etc. The written text has to respond to the planning of structures, vocabulary, paragraphs, etc. that are going to be used.

- **SPELLING ACCURACY:** The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2<sup>nd</sup> 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 2<sup>nd</sup> ESO.

This is a very open composition. THE EXPECTED VOCABULARY could be:

- ADVERBS to give a temporal framework (two years ago, last winter, in August....)
- ADJECTIVES to describe places, weather conditions (*it was a beautiful day, the sun was shining,....*)
- ADJECTIVES to describe people (*friendly, generous,...*)
- ADJECTIVES to describe feelings (*happy, exciting,...*)
- VERB *to be* and other regular and irregular verbs in the past simple and perhaps in the past continuous.
- VERBS of thinking and feeling like *feel/be, think, ....*

# ASSESSMENT CRITERIA – WRITING

We suggest you read through the text checking each of the seven different aspects being assessed. Please use 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 scheme, clear notes and ideas etc.)
	ADEQUACY	None of the points in the instructions are mentioned	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 (only one or two of these four aspects)	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 <sup>nd</sup> year ESO structures	Some acceptable grammatical errors on 2 <sup>nd</sup> year ESO structures	Mainly adequate use of 2 <sup>nd</sup> 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 (no more than two in a ten-line text)
	LEXICAL RANGE	Limited range of vocabulary	Use of basic vocabulary, enough to convey the message	Rich and varied vocabulary for 2 <sup>nd</sup> year ESO
Only the total mark is to be introduced in EDUCA			Total mark	

## SOME SAMPLE MARKED COMPOSITIONS

Below are five authentic samples of marked compositions written by 2<sup>nd</sup> year ESO pupils and the marks given for Task and Language.

### SAMPLE N° 1

27. Now write your text here:



My best day of my life, did when I went  
to Camp Nou with my friend. I went to  
Santia hotel. I went to art museum. Then  
I went to port. Finally I went to the camp  
Nou. I saw barcelona versus osasuna. Did  
my best day, why I disfruted a lot of,  
at 11:00 I took the aeroplane and I  
went to my house at 12:30

## SAMPLE N° 1

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

<u>First paragraph</u>
<u>Second paragraph</u>
<u>Third paragraph</u>
<u>Fourth paragraph</u>

This part is only for the teacher		Mark 0, 1 or 2
Task	Planning	0
	Adequacy	1
	Coherence	1
Language	Cohesion	0
	Grammatical accuracy	0
	Spelling accuracy	1
	Lexical Range	1
Item 27 – Total:		4

## SAMPLE N° 2

27. Now write your text here:



The best day of my life is my 14th birthday. I go to morea with my friends. My birthday is the 2nd of december. In the morea, my friends and I. go to the cenema, the name of the film is the ~~fantastic~~ fantastic animals and where find. The film was very long, is so funny film. When the film is termin, we goes to the shops and buying clothes. To 9 o'clock go to McDonalds and eat the dinner. Finally to 10 o'clock go to house. My parents give me my present and was a shoes.



## SAMPLE N° 2

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

First paragraph My 14th birthday

I go to morea with my friends

My birthday is the 2nd of december

Second paragraph

My friends and I go to the cinema, we watch the fantastic animals and where find.

Third paragraph

Fourth paragraph

Because is the best birthday of my life with my best friends.

*This part is only for the teacher*

		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	1
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	1
	Lexical Range	1
Item 27 – Total:		7

### SAMPLE N° 3

27. Now write your text here:



I think that one of the best days of my life is the day that my cousin born.

\* I was in Gran Via, Madrid on my summer holidays.

Suddenly my parent received a call of my uncle, my cousin was going to born. Immediately we drive to Oyarzun, Gipuzkoa, that is my village. ~~When we~~ When we arrived we go to the hospital.

When we were there all the family was there, I remember that I try to take it but it was very big.

I think that was a very good ~~the~~ day because I have very good feeling with that cousin ~~at~~ and is a very special day for my and for all my family.

\* It was a sunny day of June,

### SAMPLE N° 3

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

#### First paragraph

- Gran Via Madrid ~~Madrid~~ - June  
 - Sunny Day

#### Second paragraph

- Received a call  
 - Cousin  
 - Go to Geronimo Ogarden

#### Third paragraph

- Parents  
 - All my family

#### Fourth paragraph

Explication

*This part is only for the teacher*

		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	2
Language	Cohesion	1
	Grammatical accuracy	1
	Spelling accuracy	1
	Lexical Range	1
Item 27 – Total:		10

## SAMPLE N° 4

27. Now write your text here:



One day, a friend of mine invited to me to go to the Warner Bros, that is a theme park of Madrid, to pass a weekend. The travel in the car was very boring, because I couldn't sleep. We went with the dad and the uncle of my friend.

When we arrived, we were very tired, so we went to a hotel to sleep. The next day, we went to the theme park. It was very funny because there were a lot of roller-coasters, and I love the speed. We were there for 8 hours. When we left the theme park, we went to a very expensive Chinese restaurant where the food was very nice.

At the next day, we went again to the theme park. I didn't do something very different than the previous day, but it was very funny too. At night, when we were in the hotel, we were all the night speaking, and we didn't sleep.

The travel of Madrid to Navarra, was too fast, because I was sleeping all the travel.



## SAMPLE N° 4

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

First paragraph A friend invited to me to go to the Warner Bros. a weekend.  
We were 6 hours on the car to go there. (Madrid).

Second paragraph When we arrived we went to a hotel to sleep.  
The next day we went to the theme park.  
We had the dinner in a very expensive Chinese restaurant.

Third paragraph We went another weekend day to the theme park.  
When we were on the hotel, we didn't sleep nothing.

Fourth paragraph We came back to Navarra, in another 6 hours travel  
in car.

*This part is only for the teacher*

		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	1
	Spelling accuracy	1
	Lexical Range	2
Item 27 - Total:		12

## SAMPLE N° 5

27. Now write your text here:



It was Saturday, the 10<sup>th</sup> July 2016. I was in my hotel, in London when my friends called me. They asked me to hurry up and get dressed but they didn't tell me why so I did what they said. It was a very sunny and beautiful day in London.

Suddenly, my friends arrived and closed my eyes. I felt that we were picking a bus and they put me some music so I don't hear people talking.

When we get down, I opened my eyes and saw it. I was in the Harry Potter film studios! It was so big and beautiful. We entered and first we went to see all the film's stuff. I was so happy. After we ate in the restaurant and we bought somethings in the shops.

It was late so we had to go back to the hotel. That day was the best of my life because I love Harry Potter and I felt just inside of Hogwarts. I've also learnt a lot about how the ~~films~~ movies were filmed and everything. I only know, ~~was~~ that I just wanna go back!



## SAMPLE N° 5

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

### First paragraph

Morning, they called me, & surprise,  
July, we were in London, it was hot

### Second paragraph

My friends, they ~~tought~~ told me to close my eyes,  
bus, when I opened... !!! How was it?  
Big, beautiful, dream

### Third paragraph

Enter, what do we do? 1° we went to the  
~~Quidditch~~ post, see all the stuff, we ate there,  
and after went to the shop. We went back home.

### Fourth paragraph

It was special → I love Harry Potter, always  
dreamed to go there, I felt ~~like~~ inside  
Hogwarts and learnt a lot about the films  
and how they filmed all ~~scenes~~.

*This part is only for the teacher*

		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 27 - Total:		14