

LISTENING COMPREHENSION

TASK 1	OPEN-AIR MUSIC FESTIVALS CONFERENCE	KEY
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11 points / one point per gap

- Ignore spelling mistakes unless understanding is hampered.
- Accept lower case throughout.

1	attending
2	landowners
3	contract
4	facilities / quality of the facilities
5	bad weather
6	agents
7	voting
8	volunteers
9	security adviser / advisor
10	targeted
11	discounts

TASK 2	RUNNING	KEY
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14 POINTS / TWO POINTS PER CORRECT ANSWER

1	C
2	B
3	B
4	A
5	B
6	C
7	C

LISTENING COMPREHENSION

TAPESCRIPT 1

11 POINTS

INSTRUCTIONS *This part of the examination consists of two different listening comprehension tasks. There will be pauses before and after each task to give you time to read the questions and to check your answers. You will hear each task twice.*

OPEN-AIR MUSIC FESTIVALS CONFERENCE

TASK 1 *In the first part of the test, you will hear someone welcoming participants to a conference for organisers of open-air music festivals.*

As you listen, fill in the gaps 1-11 in the notes below. In some gaps more than one word is necessary for a complete answer.

You now have 60 seconds in which to look at TASK 1.

(allow 60 sec)

Ready?

Conference organiser:	<p>Well, welcome everyone – it's tremendous to see so many of you here. My hope for all of you at this conference is simple - that you will all leave here tomorrow evening knowing precisely what makes for a successful open-air music festival, successful for you the organiser, successful for the artists performing and successful for those attending your event – an event they would not have missed and which they will rave about with family and friends. To kick off, let me briefly run through what we'll be covering during the conference.</p> <p>In the first session, we are going to consider festival sites. We will look at typical problems that can arise with landowners after you have agreed with them to use their property for your open-air festival. A legal expert will explain how you can avoid such problems – and certainly the most common ones - by making sure that they are covered in the contract you sign with the landowner.</p> <p>Another area we will look at in session one is the issue of facilities. Festival-goers judge a festival not just by the music but by the quality of the facilities. On the panel for this session, therefore, we will have representatives from companies that provide toilets, catering facilities and other services (like secure lockers and child care). Finally, session one will consider the impact of weather on open-air festivals and what you as organiser can do to plan for bad weather in terms of indoor or covered stages and other areas.</p> <p>The second session will focus on the entertainment – the music. We will consider and discuss the various ways that festival organisers choose and book artists, which will include, of course, the role played by agents, especially when you are booking big-name artists.</p> <p>We will also look at how best to give local musicians a chance to play at your festival. One increasingly popular way to do this in recent years has been to hold a competition for young and rising local talents in the months before the festival, with the winning band or artist getting a slot at the festival. Very specifically, we will discuss what voting procedures to use in such a competition: a voting system</p>
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	<p>that invites the local population to vote or a system where music experts are the judges. Both systems have their advantages and disadvantages.</p> <p>In Session three tomorrow morning, we will focus on staffing and, in particular, how to go about getting volunteers to work at your festival. What can you offer them to make the volunteer work appeal to them and to ensure that you are not short of staff? Some roles, however, at open-air festivals can only be filled by professionals. Security, for example, is absolutely key, and most festival organisers are seriously advised to employ at the planning phase a professional security adviser, even if the actual 'policing' of the festival, if you like, is done by your volunteers.</p> <p>In the fourth and final session tomorrow afternoon, our focus will, first of all, be publicity and promoting your festival in order to maximise attendance. We will look at the role of social media platforms and the importance of targeted online advertising as well as on public transport and in other contexts. Finally, we will consider the crucial issue of pricing. It is vital to avoid putting off some potential customers – especially the young – by charging too much. A range of prices is often a good idea, such as discounts on tickets purchased in advance. All these options and more we will discuss.</p> <p>Well, that – in a nutshell – is what awaits us. The first session will begin in around thirty minutes at, umm, 09.00 (<i>fade</i>) here in the main conference room, so if you haven't had a coffee yet,</p>
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(Monologue 632 words)

After first listening	<i>Now listen again and check your answers. Ready?</i>
After second listening	<i>This is the end of TASK 1. You now have thirty seconds to check your answers.</i>
After 30 seconds	<i>Now turn to TASK 2.</i>

TAPESCRIPT 2

14 POINTS

RUNNING

TASK 2

In the second part of the test, you will hear part of an interview with Sarah, who shares her passion for running.

For questions 1-7, mark the best answer, A, B, or C.

You now have 45 seconds in which to look at TASK 2.

Ready?

- Interviewer Sarah, you didn't even own a pair of running shoes until you were in your twenties, did you?
- Sarah No, that's right! My childhood and teenage years were spent avoiding sport in any form and I **felt cool being a couch potato**. Now, however, a decade and a half on, I am fitter and healthier than I ever was as a child or teenager, and have taken part in hundreds of running races, including ten marathons, so how wrong I was! I can't actually remember what it was that first motivated me to go running, but whatever it was, I'm so thankful for it now.
- Interviewer Now, for people who don't go running, how would you sum up the main advantages of taking up running for them?
- Sarah I would say to them: You'll find that **no other form of exercise gets you the results you want**. Give it a go and stick at it, and I **promise you** three things: Firstly, every muscle from the waist down will become firmer while excess body fat will reduce **noticeably**. Secondly, you'll feel great about yourself and have a real sense of achievement as you slowly become fitter and stronger. And thirdly, you'll find that **running is very easy to fit into your life**.
- Interviewer Easier to fit into your life than other sports?
- Sarah Yes, very much so. Unlike an aerobics class, for example, you don't have to be somewhere at six o'clock on the dot. Unlike swimming, you don't need a pool, and don't have to get to the pool, unlike tennis or squash, you don't need a partner to make it happen. You can go for half an hour in the early morning before work, grab twenty minutes at lunchtime. The perfect 'home office' sports break! It starts the moment you walk out of your front door!
- Interviewer But, Sarah, is running really for everyone? I mean there will be people who say, "I'm too old" or "I'm just too overweight".
- Sarah OK, **these are real concerns** that people have, **and they need to be taken seriously**, but I would say to **almost anyone** like that, "No, you're not necessarily too old or too overweight". I know people in their late 60s who have taken up running and others who, yes, were overweight, but who now wouldn't give up running for all the world. They have seen the benefits and only wished they had taken up running much earlier. **But this is not 'one size fits all advice.'** **Every person is different.**
- Interviewer Ok, so what initial advice would you give to someone who is thinking of taking up running?
- Sarah Well, first off, a word of caution: You must approach running with patience and with respect. If you go out on day one all guns blazing, so to speak, you will end up aching, disillusioned and possibly even injured. The golden rule in the first few weeks is to start and to build up slowly, and **don't compare your progress with other starter runners** – some beginners progress quickly, others more slowly.
- Interviewer And concrete running technique – your tips there?
- Sarah Well, if you remember one thing from this interview – relax! Unclench your fists, relax your jaw, yes, your jaw, and keep your shoulders loose. Don't hunch, but look up, so that you 'run tall', as we say. And remember to use your arms: **Picture them like pistons in a motor**, propelling you forward, though keep them bent at roughly 90 degrees. Arm movement is particularly important when going uphill – it makes an enormous difference.
- Interviewer OK, and what about breathing?
- Sarah Well, despite all the theories you hear or read about breathing in through your nose and out through your mouth, or breathing in time with your feet, **I just recommend getting the oxygen in whatever way feels most comfortable to you.**
- Interviewer Finally, Sarah, do tell us about the Get Running programme that you are involved in as part of the town council's Sport for All project ... *(fade)*

(Dialogue 632 words)

- After first listening** *Now listen again and check your answers.
Ready?*
- After second listening** *This is the end of the listening comprehension test.*
- After 10 – 15 seconds** *You may now proceed to complete the remaining parts of the test.*

READING COMPREHENSION	KEY
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TASK 1	11 POINTS (1 point each)
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Blogging

1	B	It was clear to me that blogs were going to become a useful tool in my future job as a journalist. I needed to know how to use this tool, and I figured blogging myself was a quickest way to get up to speed.
2	D	I am now a marketing specialist, and my blog is my business tool.
3	A	Writing has been a struggle for me for most of my academic life.
4	D	So when one of my colleagues explained what blogging was all about – the frequent postings, the feedback, the trackbacks – I felt confident that I already knew all about it.
5	A	And guess what, my writing was getting better
6	C	I decided to start my own blog, but I had no idea what I was doing. I was basically a nobody, and I was trying to get people to listen to me.
7	A	... and, incredibly, I got noticed by my employers.
8	C	... but I went from forty hits a day to close to a hundred overnight. It was amazing!
9	B	The simplicity of blogging software enables me to write short entries without any problems or delays. Writing a 750-word article is a daunting task but a quick blog entry takes less than a minute.
10	D	Like many of my school friends, I used to spend hours every day writing a diary. But while they kept it hidden under their beds, I needed an audience, interaction and feedback.
11	B	I get calls from companies saying they've read my blog and would I be available to give a presentation, for a large fee.

TASK 2	14 POINTS (2 points each)
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Gun Island by Amitav Ghosh

12	A	The strangest thing about this strange journey was that it was launched by a word [...] That word is <i>bandook</i> .
13	B	The Gun Merchant entered my life not in Brooklyn, where I live and work, but in the city where I was born and raised.
14	C	And the desolation was never greater than it was that year, when a promising relation came to an abrupt end: a woman I was seeing for a long time had cut me off with explanation, blocking me on every channel that we had ever used to communicate.
15	A	It was my first brush with 'ghosting', an experience that is as humiliating as it is painful.
16	A	[...] take wing and fly back to overwinter in the city
17	C	And I thought that I might, in the midst of this, meet a woman with whom I might be able to share my life was not, I suppose, entirely absent from my mind (for this has indeed happened to many men of my vintage).
18	B	He had always been glib, vain, precocious know-it-all who relied on his quick tongue and good looks to charm woman and get ahead in the world.

GRAMMATIK

KEY

TASK 1 (Long or short forms are accepted. Verb forms must be spelled correctly!)

8 POINTS
(1 point each)

- 1) see
- 2) is playing / plays
- 3) had been cheating / had cheated
- 4) has already ended
- 5) was
- 6) don't feel
- 7) will have / will be having / am going to have
- 8) is going to try / will try

TASK 2 (Minor spelling mistakes can be accepted.)

9 POINTS
(1 point each)

- 1) had (already /just) set **off**
- 2) been **ages** since I
- 3) the **following** month they would/'d
- 4) is **known** to have broken
- 5) has set his **heart** on / has his **heart** set on
- 6) Is **bound** to be
- 7) **might** not have been
- 8) **would** have called if I
- 9) whose **name** is / by the name of

TASK 3 (Spelling has to be correct.)

8 POINTS
(1 point each)

- 1) MAKERS
- 2) DISCONTINUED
- 3) CUSTOMERS
- 4) GROWTH
- 5) UNFORTUNATELY
- 6) CHARITABLE
- 7) PROUDLY
- 8) TASTERS

WRITING TASK

Suggested Marking Scheme (25 points)

	CRITERIA	Points
1	Content	0 – 5
2	Style, Conventions *	0 – 5
3	Paragraphing, Cohesion **	0 – 5
4	Vocabulary: range, accuracy	0 – 5
5	Grammar: range, accuracy	0 – 5
1-5	Total (max)	25

Five aspects of a student's writing are looked at:

- 1) **Content** focuses on how well a student has answered a given task:
 - Have all the relevant content points been given based on the task?
 - Is the target reader fully informed?
 - Have additional details been given to make the task sound realistic?
- 2) Using the **conventions*** of the communicative task effectively to hold the target reader's attention.
- 3) Using a variety of linking words and cohesive devices within and across paragraphs. **Cohesion**** is enhanced by text logic, organisation into clear paragraphs, and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.
- 4) Using a wide range of **vocabulary** appropriately. The focus is, therefore, on range as well as accuracy.
- 5) Using a range of simple and complex **grammatical forms** with control and flexibility. The focus is on both range and accuracy.

***/**for an LETTER OF APPLICATION that would mean**

- opening sentence (reference to the job advertisement) closing sentence (how to get in touch), appropriate salutation; phrases which are typical of formal writing.
- clear development of argument (*content + cohesion*)
- providing details in support of argument

The scale below may be used before the individual mark for each of the criteria 1 - 5 (in the table above) is reached.

POINTS	5	EXCELLENT
	4	GOOD
	3	SATISFACTORY
	2	UNSATISFACTORY
	1	TOTALLY UNSATISFACTORY
	0	INCOMPLETE / INCOHERENT / TASK NOT FULFILLED

The purpose of this marking scheme is to help examiners achieve as much objectivity, and thus fairness, as possible in their assessment of BMP candidates' writing tasks. In addition, it is hoped that this marking scheme will result in a range of marks being awarded that accurately reflects the range of quality in the written English any average group of candidates produces.

We would welcome comments at any time from teachers/examiners as to how to further improve this marking scheme.