

LISTENING COMPREHENSION

TASK 1	Choir competition	KEY
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10 points / one point per gap

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

1	second year / two years
2	Mixed Voice
3	an application (form)
4	amateurs
5	March to May
6	the semi-final
7	smoothly
8	perform better
9	(made) music stand
10	new equipment

TASK 2	Driving instructor	KEY
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16 points / two points per correct answer

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

TASK 3	Nova Assist	KEY
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14 points / two points per correct T/F and two points for each correction

Accept any formulation of the corrections which expresses the same information

1	F	for a few months
2	T	
3	T	
4	F	is planning to start a new range / started an advertising campaign
5	T	

LISTENING COMPREHENSION

TAPESCRIPT 1

10 POINTS

INSTRUCTIONS *This part of the examination consists of three 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.*

Choir competition

TASK 1 *In the first part of the test you will hear part of a radio programme in which someone is talking about the Choir of the Year competition.*

As you listen, fill in the gaps 1-10 in the notes below. In some gaps more than one word is necessary for a complete answer.

You now have 90 seconds in which to look at TASK 1.

(allow 90 sec) **Ready?**

Speaker:

Good morning, my name is Kathy Lyle. As the Competition Manager for the Choir of the Year Competition, I am pleased to tell you a bit more about this biennial competition for choirs and groups of singers. It first took place in 1984 and they've been running it every **second year** since then.

There are actually four different titles to be won. There's a title for each category, and we've got three categories: Youth Choirs, where the majority of the members are aged 16 or below; **Mixed Voice** Choirs whose members may have soprano, bass, tenor, any kind of voice; and then we've got the third category which is a Single Voice category, either for men's or women's voices. Then we have the champion of champions. One choir out of the three will be Choir of the Year.

The closing date is 22nd January so there's still time to get an application in. You don't need to send in a recording or anything like that, just an **application form**. We then check if the choir meets our requirements, the main one being that we do not admit any professional singers, only **amateurs**. Provided the choir meets our requirements we'll then give them an audition – a chance to show what they can do. In the audition period that runs from **March to May**, we go all over the country and, obviously, our primary concern is finding top-quality choral music. We'll be touring the country from March onwards, auditioning the choirs that have applied and narrowing it down to eight choirs in each category for the televised finals at the end of May.

For anyone who's worried about TV coverage, that only comes in from **the semi-final** stage of the competition onwards. All that happens is the choirs go out and do their stuff, and the cameramen move silently and **smoothly** around them, getting the best shots. And really it adds a little to the occasion, but it doesn't tend to put people off, in fact it usually helps them **perform better**.

As for prizes, each of the category-winning choirs will receive a very nice, specially made **music stand**. So every time they look at the conductor in future, they'll be reminded of their success in the competition. In addition to that, the overall winner will receive a further £1000 with which to buy **new equipment** for the choir. So, there's quite a lot to sing for, and something new for the choir in the future as well.

(Monologue 416 words)

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

TAPESCRIPT 2

16 POINTS

Driving instructor

TASK 2 *In the second part of the test you will hear an interview with a driving instructor about his job.*

For questions 1-10, mark the best answer, A, B, or C.

You now have 90 seconds in which to look at TASK 2.

(allow 90 sec) *Ready?*

Interviewer We've invited Jeffrey Roberts, a driving instructor with over 20 years' experience to talk to us about learning to drive. Well, Jeffrey, I suppose you must find your job frustrating at times!

Jeffrey Not at all. I enjoy it most of the time, but of course, you do get the odd difficult customer. Most people are very impatient to pass the test as quickly as possible **in order to keep their expenditure down.**

Interviewer Would you say it's expensive to learn to drive these days, then?

Jeffrey Well, it depends on several things. If you come to a private instructor like me, it's probably going to be a bit less expensive than going to one of the big schools. The thing is, people have usually heard of the big schools and trust their reputation, whereas **I tend to rely more on personal recommendations.** So, when I started I had to try hard to get customers, but now I'm often fully booked as my prices are quite competitive.

Interviewer Learning to drive is usually regarded as a rather nerve-racking experience for the learner. What do you think?

Jeffrey Well, it can be! But I try to get my clients to unwind before the lesson. **I ask them to sit quietly in the driver's seat for a few moments with their eyes closed.** You'd be surprised how it changes some people. They feel much more ready to drive if they've had a few quiet moments.

Interviewer Yes, I suppose some people are more nervous than others. What would you say makes people *most* nervous?

Jeffrey Hard to say. **I think it's mostly the fear of not being able to react fast enough.** At first they're trying to master the controls of the car. Then they start worrying about whether they're in the right part of the road and whether they have signaled in time and so on. Usually people master the controls fairly quickly, but they have to think more about what they're doing, and until it feels almost automatic, they still make silly mistakes which occasionally lead to accidents.

Interviewer So how soon can you let a pupil take total control of the car?

- Jeffrey** It differs from one person to another, of course, but generally speaking I allow them to drive without dual control when I'm certain they can use the gears correctly, stop in an emergency and have reasonable awareness of other road-users.
- Interviewer** What kind of person makes a good driver then?
- Jeffrey** You're asking me to commit myself here, aren't you? Well, first of all, let me say I have no evidence to suggest that either men or women are better drivers. What I would say, though, is that a certain level of confidence is necessary, a belief that you can and will succeed. But it is also dangerous to be over-confident and you can end up making wrong decisions. I'm afraid some young people are over-enthusiastic and start by driving too fast and taking risks. Now I have to warn them that this approach is not going to make them into a good driver. What I like to see is someone who is prepared to take time and patience to develop the skill.
- Interviewer** Do you think *intelligence* has anything to do with it?
- Jeffrey** It depends if you mean academic ability or practical good sense. I'd say that practical good sense, alertness and confidence are more important, but you also need a reasonable memory as you have to get through the part of the test where you recognize signs and symbols. And of course you need to know them when you're a driver out there on your own.
- Interviewer** Yes. And with the volume of cars on the road today, quick reactions are essential too.
- Jeffrey** That's right. Driving is getting more demanding all the time, so we must make sure people learn efficiently in the first place, and give them value for money.
- Interviewer** Well, I'm sure Jeffrey's pupils are getting value for money. Thank you for talking to us, Jeffrey – and good luck to all you listeners who are about to take your driving test.

(Dialogue 694 words)

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- After first listening** *Now listen again and check your answers.*
Ready?
- After second listening** *This is the end of TASK 2.*
Now turn to TASK 3.

TAPESCRIPT 3

14 POINTS

Nova Assist

TASK 3 *In the third part of the test you will hear a woman talking about the best ways to get financial support for a new business.*

For questions 1-5, decide whether the statements are true or false. Correct the false ones, using up to five key words.

You now have 30 seconds in which to look at TASK 3.

(allow 30 sec) *Ready?*

Speaker

My name's Jessica Martin and I run my own company. I'm here to explain to you a bit about Nova Assist and what they may be able to do for your company. As you know, it's not easy to persuade someone to give you a million pounds but it's not impossible either. **Two years ago when my business was only a few months old I decided it needed to expand rapidly.** I had been surviving on cash handouts from friends and family ever since deciding I wanted to go into business six years ago when I was studying financial planning at university. I already understood that it wasn't much good going to see my bank manager for the sort of money I needed and it wasn't possible to ask my family for that sort of money, either.

As part of my course, I had heard about Nova Assist and I knew they would be my best bet. These groups of wealthy individuals get a stake in a new company in return for an unsecured cash injection. I also hadn't had much experience in management and I **wanted to be able to benefit from their experience, which is part of the deal.** My family, on the other hand, were rather worried because they hadn't heard of them and thought I should go to someone with a good reputation. It was hard work to reassure them, I can tell you!

Competition for investment from Nova Assist is very stiff but I gave it all I could. I spent six months preparing the bid which involved doing everything from market surveys to stress tests. I had to keep the business running while putting a great deal of energy into **preparing the all-important business plan.** It's the quality of this which really decides whether you get the funds or not.

Then last year I was invited to an open day where I had to answer questions about my business. That was really stressful! Much more than any exam I had to take at university. But it all paid off. I was offered one point one million pounds worth of funds and two of their investors came onto the board. It was more than I could have ever hoped for. The cash has allowed me to achieve my goals fast. **I've already decided I'm going to open another shop next year and in the meantime I'm planning a new range of products based on the results of the advertising campaign** I started as soon as I received the cash. It's all very exciting.

So I'm very grateful to Nova Assist for giving me the chance but I'm also aware that I was in a good position to offer them an investment opportunity even though I am a new company. It didn't matter that I was lacking expertise in some areas. That's been put right by having their two representatives on board. Of course **they are going to have a share of the profits when the time comes** but that is what you have to accept as part of the deal.

(Monologue 513 words)

After first listening

Now listen again and check your answers.

Ready?

After second listening

This is the end of TASK 3.

You now have two minutes to check your answers.

After 2 minutes

This is the end of the listening comprehension test.

Stop writing and hand in your papers.

READING COMPREHENSION	KEY
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TASK 1	14 POINTS
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Globalisation

1	C	... often required to work 16 hours a day
2	A	Also, many more people can have well-paid jobs [...] better standard of living.
3	D	It shows that we can win the globalisation game right here in Europe.
4	B	One day, we had our jobs [...] Two months later we were made redundant.
5	C	We are often required to work 16 hours a day ... work through the night [...] We are just slaves.
6	E	Many countries are forced to borrow money ... who in turn use their resources and exploit their people.
7	A	We support a team in Houston.
8	C	People get ill because working conditions are inadequate ...
9	A	... we have good English and IT skills and data transmission is very cheap.
10	B	They say globalisation puts cheap goods in the shops ...
11	E	This is why the middle class people feel wealthy ...
12	B	If I could just get my job back, I'd give up cheap good tomorrow.
13	D	The Mini isn't cheap [...] it's beautifully made with cutting-edge technology ...
14	A	... are now returning home to set up local IT companies.

TASK 2	16 POINTS
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To Kill a Mockingbird

15	C	The heat and dust in paragraph one gives the impression of lethargy.
16	A	People ambled across the square, shuffled in and out of shops, nowhere to go, nothing to buy and no money to buy it with.
17	C	Maycomb county had been told that it had nothing to fear but fear itself.
18	B	Paragraph 4 gives the reader the impression that Calpurnia was more of a mother to the children.
19	B	...died from a sudden heart attack.
20	A	The summertime boundaries.
21	C	... mere description of whom was enough to make us behave for days on end.
22	B	Surprised.

GRAMMATIK

KEY

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

10 POINTS
(1 point each)

- 1) had written / wrote
- 2) had been reading / had read
- 3) felt
- 4) has been practising
- 5) lies / is lying
- 6) didn't know / hadn't known
- 7) has ever come
- 8) will post / am going to post / am posting
- 9) will have read
- 10) will be blown away

TASK 2 (Spelling has to be correct. The answers are either right or wrong.)

12 POINTS
(1 point each)

- 1) to prevent passengers from getting
- 2) must be at home as
- 3) they are being given
- 4) would rather you did not
- 5) had been shopping the previous / had gone shopping the previous
- 6) worst book I have ever
- 7) instead of worrying
- 8) wishes he had not worn
- 9) in spite of (her) having
- 10) If only we had told
- 11) It is time you started
- 12) there was no need for

TASK 3

8 POINTS
(1 point each)

1. discussion
2. politicians
3. journalists
4. disbelief
5. powerful
6. unconvincing
7. communicators
8. particularly

BMP WRITING TASK 2018

Candidate Name: _____ Candidate Number: _____

	CRITERIA (marked on a basis of 0 - 10 points)	Maximum points 10 each
1	Content	
2	Style, Conventions; Paragraphing & Cohesion	
3	Vocabulary: range, accuracy	
4	Grammar: range, accuracy	
1-4	Total (max 40 points)	

BMP WRITING TASK 2018

Suggested Marking Scheme

	CRITERIA (marked on a basis of 0-6 points)	Points
1	Content	0 – 10
2	Style, Conventions *; Paragraphing, Cohesion **	0 – 10
3	Vocabulary: range, accuracy	0 – 10
4	Grammar: range, accuracy	0 – 10
1-4	Grand total (max)	40

Four 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.
Cohesion** is enhanced by text logic, organisation into clear paragraphs, and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.
- 3) Using a wide range of **vocabulary** appropriately. The focus is, therefore, on range as well as accuracy.
- 4) Using a range of simple and complex **grammatical forms** with control and flexibility. The focus is on both range and accuracy.

*for an **EMAIL/LETTER** that would mean

- appropriate opening and closing (Dear ... / Yours ... / first & final sentences)
- effectively communicating ideas / thoughts

*for an **ESSAY** that would mean

- introduction (*outlining main arguments*) and conclusion (*expressing own opinion*)
- clear development of argument (*content + cohesion*)
- providing details in support of argument

*for a **REPORT** that would mean

- clearly organised (*introduction - stating the aim, main points, conclusion - making recommendations*)
- formatted into clear sections with section headings

*for a **REVIEW** that would mean

- clearly organised (*introduction - stating the aim / description of the event, main points (likes and/or dislikes), conclusion - making recommendations*)
- formatted into clear sections

The scale below may be used before the individual mark for each of the criteria 1 - 4 (in the table above) is reached.

POINTS	10	EXCELLENT
	9	<i>Shares features of both 10 and 8.</i>
	8	GOOD
	7	<i>Shares features of both 8 and 6.</i>
	6	SATISFACTORY
	5	<i>Shares features of both 6 and 4.</i>
	4	UNSATISFACTORY
	3	<i>Shares features of both 4 and 2.</i>
	2	TOTALLY UNSATISFACTORY
	0-1	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.