

What we do need, however, is for some people to volunteer to be interviewed in the film. Please let me know as soon as possible if you would be happy to take part in a short interview with the filmmakers when they are here.

Listening

PART 1

- | | | |
|-----|-----|-----|
| 1 B | 3 A | 5 A |
| 2 C | 4 B | 6 A |

PART 2

- | | |
|--------------------|------------------|
| 7 melted | 11 a restaurant |
| 8 mass(-)producing | 12 a competition |
| 9 (some) popcorn | 13 meat |
| 10 exploded | 14 counter |

PART 3

- | | | |
|------|------|------|
| 15 B | 17 D | 19 C |
| 16 A | 18 B | 20 C |

PART 4

- | | | |
|------|------|------|
| 21 G | 25 H | 29 D |
| 22 C | 26 C | 30 A |
| 23 E | 27 F | |
| 24 A | 28 H | |

Each correct answer receives 1 mark.

Speaking

Teachers should use their own judgement to award marks based on the assessment criteria on page 103.

TEST 2

Reading and Use of English

PART 1

- | | | |
|-----|-----|-----|
| 1 A | 4 A | 7 B |
| 2 D | 5 C | 8 D |
| 3 B | 6 A | |

PART 2

- | | |
|----------|-----------------|
| 9 to | 13 anything |
| 10 how | 14 from |
| 11 being | 15 great / good |
| 12 its | 16 so |

PART 3

- | | |
|---------------|----------------|
| 17 nomination | 21 contested |
| 18 receipt | 22 deadline |
| 19 diners | 23 unannounced |
| 20 chosen | 24 prestigious |

PART 4

- 25 a while][before / until / till I fully
 26 isn't / is not worth][arguing about
 27 there be][any / a delay
 28 have anything][in common with
 29 my amazement,][nothing went
 30 wouldn't / would not dream of doing][any

PART 5

- | | | |
|------|------|------|
| 31 B | 33 D | 35 A |
| 32 C | 34 B | 36 B |

PART 6

- | | |
|------|------|
| 37 D | 39 A |
| 38 B | 40 D |

PART 7

- | | | |
|------|------|------|
| 41 F | 43 E | 45 C |
| 42 A | 44 G | 46 B |

PART 8

- | | |
|------|------|
| 47 A | 52 B |
| 48 B | 53 C |
| 49 A | 54 C |
| 50 B | 55 B |
| 51 D | 56 D |

Parts 1–3 = 1 mark for each correct answer
 Part 4 = up to 2 marks for each correct answer
 Parts 5–7 = 2 marks for each correct answer
 Part 8 = 1 mark for each correct answer

Writing

For assessment information, see page 102.

QUESTION 1

Mark scheme

Content

The essay must discuss two of the three causes of youth crime listed in the question and state which of them the writer regards as the most important, giving reasons for this choice. The essay may include reference to the documentary and the quotes from it, but this is not essential. If the opinions from the documentary are used, they should be rephrased as much as possible, not simply copied.

Communicative achievement

The essay should be neutral or formal rather than informal or conversational, as it is a serious piece of academic work. The reader should clearly understand all the points made about the two causes of youth crime as well as the writer's reasons for selecting one of them as the most important.

Organization

The essay should be appropriately divided into paragraphs – perhaps with separate paragraphs for each of the two causes. A short introductory paragraph and / or a short concluding paragraph could be included but neither of these is essential. Sentences and paragraphs should be linked with appropriate linking words and phrases.

Language

A wide range of suitable grammatical structures and elements should be used in sentences that are not too simple. Longer sentences with more than one clause should be well controlled and totally clear in meaning. Vocabulary connected with the topic area should be used accurately and a high level of vocabulary to make and support points on the subject should also be demonstrated.

Model answer

The documentary investigated what makes young people commit crimes. It seems to me that the most important reason is lack of appropriate control by parents.

To put the blame for youth crime on parents may seem rather unfair, but a lot of the interviews and information in the documentary backed up this belief. There is more than one reason why many parents fail to control their children. Some parents believe that it is wrong to discipline children in any way, and think that children should be free to do whatever they want. Some parents are simply too lazy and selfish to control their children, preferring to let them behave badly so that they can continue doing what they want. Another reason is that some parents did not grow up being disciplined by their parents and so they do not do that with their own children.

Factors such as economic position and influence from peers can of course play a major role in causing young people to turn to crime. However, it is my view that how children are brought up is more important than either of those. They need firm rules to be given to them by parents who they respect, and if they are not given firm guidance by parents, some of them are bound to behave badly. Some of this bad behaviour will be criminal. If you do something wrong and you get away with it, you will do it again or do worse things.

QUESTION 2

Mark scheme

Content

The email must describe the writer's experience of the adventure sports centre, and give the reader information and advice concerning his / her possible visit to it. It should say what the writer did and how the

writer felt and it should tell the reader whether or not he / she would enjoy going there.

Communicative achievement

The register should be fairly informal because it is from one friend to another. The reader should be completely clear as to what the writer felt about his / her visit to the centre, what happened when he / she was there and whether the writer believes that the reader would enjoy visiting it.

Organization

The email should be organized into appropriate paragraphs. There should be clear opening and closing paragraphs giving a brief summary relating to the writer's experience and the writer's advice to the friend. The description of the writer's own experience may be divided into suitable paragraphs. Suitable linking words and phrases should be used.

Language

Appropriate past tenses must be used accurately for describing the writer's experiences. Appropriate structures for giving advice and recommending must also be used. Vocabulary appropriate to the activities described should be used accurately, and vocabulary for describing feelings should also be used accurately.

Model answer

Hi Nick,

I think you'd really enjoy the place. I had a really good time there and I reckon you would too.

The scariest thing I did was diving. I got pretty worked up while I was doing that and couldn't carry on with it. We each had a qualified teacher with us, so I knew I was safe, but I panicked anyway and gave up. The canoeing was pretty scary too, but again there was a teacher looking after me the whole time so I didn't feel I was really in a lot of danger.

Apart from that, all the activities were great fun, even if some of them were pretty hard. The assault course, which I did on the first day, was extremely demanding but I enjoyed it and I think you would too. I was pretty useless at rock climbing at first, but I got the hang of it after a while and really enjoyed that. You really must try that!

There was a great bunch of people at the centre and we had a lot of fun together. Setting up a camp was hilarious – we got into a terrible mess. I'm sure I'll see some of them again.

I felt that I achieved a lot at the centre and that it was well worth going. I certainly think you should go too.

QUESTION 3

Mark scheme

Content

The review must explain who gave the performance and what the writer and audience thought of it. It must

also compare the performance with the same person's / people's performances in recordings or on TV / in films.

Communicative achievement

The register may be neutral, fairly informal or fairly formal. The writer may choose to write a serious review or to write a review that is intended simply to entertain the reader. The reader should have a clear idea of what the performance was like, what the writer and other people there thought of it and how it compared with previous performances in the writer's opinion.

Organization

The review should be appropriately divided into paragraphs, perhaps presenting the background, a description of the performance, a comparison with other performances and a conclusion. Appropriate linking words and phrases should be used to link description with opinion.

Language

It is likely that a wide variety of verb tenses will be required – past tenses for the performance, and present and present perfect tenses for the background and the situation until the performance. Comparative structures are required to compare the live performance with the previously seen or heard performances. Vocabulary associated with performing and entertainment must be used accurately, and vocabulary describing people's feelings, impressions and reactions should also be used accurately.

Model answer

CONCERT REVIEW: THE HIGHLIGHTS

Recently I went to see the Highlights giving a concert at a huge stadium near my home town. The Highlights are one of the most popular bands here at the moment and they are also my favourite band. I've got everything they've ever recorded and I must have listened to each song at least a hundred times! However, until that concert I had never managed to see them live before. So I was incredibly excited about seeing them.

Their performance was certainly not a disappointment. They played all of their best-known songs but they didn't play them exactly as they sound on the CDs. The sound was not as sophisticated as it is on the recordings and there were none of the special effects from the records. Instead, what we saw and heard was the band playing and singing in a natural way, without much technology, as if they were performing in a local club. In my opinion, they sounded even better than they do on the recordings. There was more energy and it seemed somehow more personal. They didn't seem like a hugely famous act, remote from the audience, they seemed like a bunch of friends playing at a party.

I was thrilled by the performance and so was the rest of the audience. The atmosphere was fantastic and everyone

was dancing and smiling. It felt like a special occasion, and we were the only people involved in it. It was a very memorable experience for me and it confirmed for me that the Highlights are my favourite band of all time!

QUESTION 4

Mark scheme

Content

The report must address all the points listed – who the writer visited and when, what happened during the visit, how the visit compared with the earlier visit, and general comments on the exchange programme.

Communicative achievement

The register should be fairly formal or neutral, as is appropriate for a report. The reader should understand fully what both visits were like and what the writer's opinion of them is, as well as what the writer thinks of the programme in general and why.

Organization

The report should begin with an opening paragraph, briefly explaining the background. It should then be divided appropriately into paragraphs dealing with different aspects, for example the previous visit, the recent visit and general points about the programme. Each paragraph could be presented as a separate section with its own heading. Appropriate linking should be used for connecting causes with results (e.g. why the writer felt as he / she did), for comparing and contrasting (e.g. *whereas, although, however*, etc), and perhaps for making further points (e.g. *in addition, as well as*).

Language

Appropriate past tenses must be used accurately to describe the writer's visit and the earlier visit. Comparative structures are required to compare the two visits. Structures for giving opinions or recommending are required for the general comments. Vocabulary appropriate to the topic of visiting people and places must be used accurately, as should vocabulary for describing behaviour and feelings.

Model answer

EXCHANGE VISIT TO LONDON

In July, I went to London to stay with Helen Oliver and her family for three weeks as part of the exchange programme. Helen had previously been to stay with me for three weeks in March.

Helen and her family made me feel welcome from the very beginning. I was told that I should make myself at home and come and go as I pleased. They provided wonderful meals and made me feel that I was part of the family. In view of all this, it may be unfair to criticize. However, the problem for me was that I had no idea what to do or where to go most of the time. Helen took me into

the town once or twice but apart from that she didn't take me to any places of interest. I had to find things to do for myself, with little or no guidance, and as a result I felt that I wasted a lot of my time.

When Helen stayed with me, my family and I took her somewhere almost every day, and she commented on how much she had appreciated our efforts and how much she had learnt about our city. I had been expecting something similar to happen when I stayed with her.

So, although I enjoyed my trip in many ways, I recommend that it should be made clear to everyone taking part in the programme that they are expected to provide some sort of programme of activities for visitors, or at least give them the information they need to make the most of their stay.

Listening

PART 1

- | | | |
|-----|-----|-----|
| 1 B | 3 B | 5 A |
| 2 C | 4 C | 6 C |

PART 2

- | | |
|----------------------|------------------------------|
| 7 struggles | 11 anecdotes / funny stories |
| 8 gossip | 12 oral accounts |
| 9 sophistication | 13 careers |
| 10 special occasions | 14 scientific procedures |

PART 3

- | | | |
|------|------|------|
| 15 A | 17 D | 19 C |
| 16 C | 18 B | 20 A |

PART 4

- | | | |
|------|------|------|
| 21 G | 25 A | 29 A |
| 22 D | 26 E | 30 H |
| 23 B | 27 G | |
| 24 F | 28 C | |

Each correct answer receives 1 mark.

Speaking

Teachers should use their own judgement to award marks based on the assessment criteria on page 103.

TEST 3

Reading and Use of English

PART 1

- | | | |
|-----|-----|-----|
| 1 C | 4 A | 7 B |
| 2 B | 5 C | 8 D |
| 3 D | 6 C | |

PART 2

- | | |
|---------|-------------------------|
| 9 the | 13 to |
| 10 such | 14 other |
| 11 of | 15 in |
| 12 were | 16 These / Those / They |

PART 3

- | | |
|---------------|-------------------|
| 17 phenomenal | 21 contemporaries |
| 18 central | 22 producers |
| 19 lasting | 23 signed |
| 20 unsuited | 24 unanswered |

PART 4

- 25 haven't / have not got round][to answering
 26 was a matter][of minutes
 27 no doubt (that)][things will get
 28 was Jake who / that][got me interested
 29 was desperate to][give
 30 injury][prevented him from playing

PART 5

- | | | |
|------|------|------|
| 31 C | 33 A | 35 B |
| 32 C | 34 D | 36 B |

PART 6

- | | |
|------|------|
| 37 B | 39 A |
| 38 A | 40 D |

PART 7

- | | | |
|------|------|------|
| 41 F | 43 G | 45 E |
| 42 B | 44 C | 46 A |

PART 8

- | | | |
|------|------|------|
| 47 C | 51 B | 54 B |
| 48 A | 52 D | 55 A |
| 49 C | 53 B | 56 D |
| 50 B | | |

Parts 1-3 = 1 mark for each correct answer

Part 4 = up to 2 marks for each correct answer

Parts 5-7 = 2 marks for each correct answer

Part 8 = 1 mark for each correct answer

Writing

For assessment information, see page 102.

QUESTION 1

Mark scheme

Content

The essay must discuss two of the three advantages of technology listed in the question and state which of them the writer regards as the greatest advantage in everyday life, giving reasons for this choice. The essay may include reference to the panel discussion and the quotes from it,