

| | |
|-----------------------|------------|
| USE OF ENGLISH | KEY |
|-----------------------|------------|

| | |
|--|------------------|
| TASK 1 | 20 POINTS |
| ONE POINT PER ELEMENT AS INDICATED IN THE KEY | |

- 1 used to / wear
- 2 if he did not (didn't) / work
- 3 were / shown
- 4 for / not phoning (having phoned)
- 5 whether she was joining / them
- 6 did not (didn't) (would not) (wouldn't) let (never let) / her play
- 7 as (so) long as / he does
- 8 had better / take
- 9 taking / part in
- 10 ages since / Carol (last) spoke

| | |
|-----------------------|------------|
| USE OF ENGLISH | KEY |
|-----------------------|------------|

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|---------------|------------------|
| TASK 2 | 10 POINTS |
|---------------|------------------|

POWER BREAKFASTS ARE BACK IN BUSINESS

1. especially
2. politicians
3. believer
4. offices
5. contributions
6. discovered
7. farther / further
8. consume
9. simpler
10. privacy

| | |
|-----------------------|------------|
| USE OF ENGLISH | KEY |
|-----------------------|------------|

| | |
|---------------|------------------|
| TASK 3 | 10 POINTS |
|---------------|------------------|

MORE AND MORE ENGLISH LANGUAGE IN INDIAN FILMS

- 1 no
- 2 why
- 3 times
- 4 to
- 5 Since
- 6 such
- 7 as (since, because, for)
- 8 being
- 9 hand
- 10 their

READING COMPREHENSION

KEY

TASK 1

14 POINTS

| | |
|----|-----|
| 1 | F |
| 2 | D/F |
| 3 | F/D |
| 4 | A |
| 5 | C |
| 6 | E |
| 7 | C/F |
| 8 | F/C |
| 9 | B |
| 10 | D |
| 11 | E |
| 12 | C |
| 13 | F |
| 14 | B |

TASK 1

16POINTS

| | |
|----|---|
| 15 | D |
| 16 | G |
| 17 | A |
| 18 | E |
| 19 | I |
| 20 | H |
| 21 | C |
| 22 | B |

BMP WRITING TASK 2010

Candidate Name: _____ Candidate Number: _____

| | CRITERIA (marked on a basis of 0-5 points) | Maximum points 5 each |
|------------|---|------------------------------|
| | | |
| 1 | Task fulfilment (Content) | |
| 2 | Format & Conventions | |
| 3 | Paragraphing & Cohesion | |
| 4 | Style (Register) | |
| 5 | Grammar: range, correctness | |
| 6 | Vocabulary: range, correctness | |
| | | |
| 1-6 | Total (max 30 points) | |

BMP WRITING TASK 2010
Suggested Marking Scheme

| | CRITERIA (marked on a basis of 0-5 points) | Points |
|------------|---|---------------|
| | | |
| 1 | Task fulfilment (Content) | 0 – 5 |
| 2 | Format & Conventions* | 0 – 5 |
| 3 | Paragraphing & Cohesion** | 0 – 5 |
| 4 | Style (Register) | 0 – 5 |
| 5 | Grammar: range, correctness | 0 – 5 |
| 6 | Vocabulary: range, correctness | 0 – 5 |
| | | |
| 1-6 | Grand total (max) | 30 |

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

- appropriate opening and close (Dear ... / Yours ... / first & final sentences)
- all points must be covered

*for an **ESSAY** that would mean

- introduction and conclusion
- clear development of argument
- supporting details for the points made

*for a **REPORT** that would mean

- clearly organised (introduction – main points – recommendations)
- formatted into clear sections (headings advantageous)

*for an **ARTICLE** that would mean

- catchy title and an enticing introductory sentence
- addressing the reader directly
- stimulating, entertaining – possibly surprising – content
- thought given to final sentence

** Cohesion is enhanced by text logic and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.

The scale below may be used before the individual mark for each of the criteria 1 - 6 (in the table above) is reached.

| | | |
|---------------|----------|--|
| POINTS | 5 | VERY GOOD |
| | 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.

LISTENING COMPREHENSION

| | | |
|---------------|--|------------|
| TASK 1 | <i>Radio Programme on 'Globalisation'</i> | KEY |
|---------------|--|------------|

20 points / two points per gap

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

| | |
|----|------------------------|
| 1 | events |
| 2 | jet travel |
| 3 | cultural |
| 4 | financial institutions |
| 5 | boundaries / barriers |
| 6 | wealth |
| 7 | winners |
| 8 | technology |
| 9 | growth |
| 10 | avoid |

| | | |
|---------------|--|------------|
| TASK 2 | <i>Private lives – a journalist</i> | KEY |
|---------------|--|------------|

20 points / two points per correct answer

| | |
|----|---|
| 1 | B |
| 2 | A |
| 3 | C |
| 4 | C |
| 5 | B |
| 6 | B |
| 7 | A |
| 8 | C |
| 9 | B |
| 10 | B |

LISTENING COMPREHENSION

TAPESCRIPT 1

20 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.*

Radio programme on “globalisation”

TASK 1 *In the first part of the test you are going to hear a radio programme about “globalisation”.*

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?

Gary “Globalisation“ is a buzzword in our news bulletins, though according to some commentators, it’s by no means a new phenomenon. Linda Gregory is the BBC World Service Business Correspondent. I’ve been speaking to her about globalisation, and I asked her first for her definition of the term.

Linda Well, “globalisation” has become a kind of catch-all phrase that’s used to describe the process of seemingly ever-greater economic integration – a process in which economic events in one place pretty soon have huge implications almost everywhere else. So there’s lots of different aspects to it. From the consumers’ point of view, increasingly people think in terms of global brands. NIKE sells its sneakers throughout the world, Coca-Cola is bought in almost every country in the world. That’s one aspect of it. Then, of course, there’s the sort of ... the economists are focused on things like the enormously increased volumes of international trade. And many commentators associate that with this nebulous process of globalisation. And then, of course, there’s just the increasing pace of technological change – the fact that using modern communications via the internet you have instant communication everywhere; and, of course, using jet travel, you can travel rapidly from one place to another all over the world. So, increasingly, what happens in one place seems to affect almost everywhere else ... and that’s what’s clubbed together as “globalisation”.

Gary Technological developments have made communication and travel much easier, so that the world seems to be a smaller place. This has resulted, for example, in greater international trade and foreign investment, both of which are signs, or manifestations of what the experts call “globalisation”.

There are also cultural aspects of the globalisation process. such as the increasing use of English and the appearance of similar (often American) products in different parts of the world. Here's Linda again:

Linda The manifestations include global companies, the names that everybody's heard of: Sony, Microsoft, IBM. And also the fact that you've got common brands that are on sale in many different parts of the world. You've got global financial institutions: the IMF, the World Bank and so forth. You have global financial markets.

Gary So if we look at all those things which you're lumping together and calling "globalisation", can we start to analyse, perhaps, the reasons, the causes, for those things happening?

Linda Well, it's partly technology ... the fact that transport is so much quicker than it used to be, the fact that we have the internet, that kind of thing. There's also the growth of global financial institutions – the World Bank, The International Monetary Fund, the growth of financial markets, the growth of global companies. So, increasingly, it makes sense to talk in terms of ... well, it's ridiculous to say that everything is "globalised", but that the boundaries, the economic barriers between the countries have broken down. And so ... many companies and much of the economy works on a ... has a global perspective.

Gary So what are some of the benefits of this new world we're living in?

Linda Well, the theoretical benefits are that, if you have globalisation with all those things that we've been talking about, you have greater efficiency and thus greater wealth – and that in some cases, some poor countries have lifted themselves out of poverty because of their access to global markets. And those people would say that people are a lot better off and a lot better educated in China than they were fifteen years ago, because of that country's phenomenal economic growth. And that's been tied in to the fact that China's involved in international trade. And countries like South Korea and Japan grew in the same way before it. So, there have been some definite winners and it's, if you like, globalisation provides a forum in which opportunities for many people and many countries have greatly increased.

Gary But if there are winners, are there losers as well?

Linda Of course, a lot of people would say that these impacts have not only been positive, some have been negative; and that the process of globalisation is a process in which some countries win and others lose, So that, for example, if you've got very cheap labour like China, you expand enormously in areas that involve cheap labour, to the disadvantage of other countries which have not quite cheap labour. And yet if you've got very good technology like Japan, say, you do very well, which means that there are also losers: other people who don't have quite such good technology as Japan who've lost out. And a lot of people say, well, that's actually negative.

And, of course, globalisation is often associated with the growth of Global Corporations, in which there are fewer restrictions on what they can do. Some people say this is good, and others say there are many problems with it.

Gary Finally then, Linda, as a journalist, when you're reporting new stories about globalisation, are there any particular language issues to bear in mind?

Linda Yes, the war against multi-syllable words, I think. For example, you've got words such as "multi-lateralism" – that's the process in which lots of countries are involved, as opposed to "bi-lateralism" – the process in which just two countries are involved. Lots of syllables, and lots of jargon floating around. So to try and avoid some of that is, if you like, a kind of constant war. On the other hand, people have to know ... to understand the jargon; but where possible, you have to avoid it. Also, jargon changes over time. For instance, we used to have "multinational companies". Now the buzzword is "transnational companies".

Gary This is Gary Brand – and I was talking to BBC's World Service Business Correspondent.

(Dialogue 946 words)

After first listening

***Now listen again and check your answers.
Ready?***

After second listening

***That is the end of TASK 1.
You now have thirty seconds to check your answers.***

After 30 seconds

Now turn to task TWO.

TAPESCRIPT 2

20 POINTS

Private lives – a journalist

TASK 2 In the second part of the test you are going to hear an interview with a journalist talking about her life and work.

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?

Peter In “Private Lives” today we meet Debbie Davies. She lives with her three children in Huntingdonshire – in the east of England. Debbie is the “chief reporter” for a local newspaper. Most places in Britain have free local newspapers where you can read about what people are doing in the area. We’ll be hearing about people in Huntingdonshire, as Debbie shows us a copy of “The Hunts Post” newspaper. And we’ll hear about Debbie’s life, her interests, and how she combines a successful career with being a mother.

Debbie Well, I came into journalism quite late. I was 29 when I started college. I had three young children – they were all at school then. It was a very difficult time for me – I’d sort of finally found something that I really wanted to do in life, but there was a price to pay, I guess, it was very tiring. My marriage had just split up at that time, and so I had just moved. The house was a lot smaller than what we’d been used to. We only had two bedrooms – there were three children sharing one room. So it was a real struggle and I think I would have given up, had journalism not been something I really wanted to do.

Peter However, Debbie didn’t give up. Journalism was something she very much wanted to do and, something she’s good at. She moved very quickly from being a junior reporter to becoming the chief reporter at “The Hunts Post” newspaper. Life isn’t such a struggle for Debbie now, but the day begins early, and she does a lot of things before she leaves the house.

Debbie It’s five past eight in the morning. I’ve just finished listening to the breakfast news. I’ve listened to the local news to find out if there’s anything which the paper needs to be covering, maybe later today. I’m just finishing a piece of toast – that’s all I generally have in the morning – I cook for the boys, but I tend to make do with a piece of toast and a cup of tea. I’ve already polished the coffee table in the living room, and put the Dust Buster round and put some washing in the washing machine, and here I am now writing a shopping list.

- Peter** Debbie is thinking about the day's work ahead and preparing her children for school. Then she leaves for work. It's a 12-mile drive. It's Wednesday and "The Hunts Post" newspaper is published on a Wednesday. This means that Tuesday is Debbie's busiest day, as a new edition of the paper has to be ready for printing. So the first thing she does when she arrives at work is to "tidy up" – to organise her desk again.
- Debbie** I'm at work now, and my desk is very messy because I had a very busy Tuesday. So, normally the first thing I do on a Wednesday is to tidy up my desk! I'm just going to turn my computer on and start opening my mail.
- Peter** Next, Debbie shows us a copy of "The Hunts Post". The front page story is one she's very proud of. With the story, there's a large photo of a local girl, Christina Hance. She looks very similar to Diana, Princess of Wales. She works as a Princess Diana "look-a-like" – so she might be hired for things like parties or to appear in advertisements. Debbie talks about this front page story.
- Debbie** It was a good story because she's a 36 year old single mum and she said that her role as this Princess Di look-a-like had made her depressed and suicidal, and it really meant that her life had more or less run along the same tracks as the Princess herself. So this probably isn't a typical week's newspaper, because of the front page story – these sort of stories happen maybe two or three times a year – you get a story that is of national, and with this story, international interest.
- Peter** A story like Christina's, which is of worldwide interest, doesn't often happen in Huntingdonshire. Generally the stories are only of local interest. Debbie knows from all the letters she gets that she's covering the right stories. She explains that people want to read about local subjects and problems. And they want to see themselves in the paper.
- Debbie** The picture we have on page three is a local man who sat in a bath of beans. That was to raise money for "Comic Relief". That's the kind of thing that local people get up to. – that's the kind of thing that the local community's all about, and the kind of thing we cover week in week out. On page four, we always have our weddings. This section is very popular. Everybody wants their wedding in "The Hunts Post"! And we have two pages of letters – we get lots of letters which is a really good sign that we are a good paper, because how else do we know really? We're a free paper – we don't sell it – so we know by our letters page that people are actually reading it, and also that they actually care about the issues that we're writing about.

Peter Something in the paper which Debbie has started is a page for children called "WicKid!". It covers topics of interest for children and is interactive – the children are involved. Next week's issue of "WicKid!" is going to be about "pocket money".

Debbie I've just received this press release and it's about children's pocket money. It's actually saying that children in this area are worse off than in other parts of the country – they get less pocket money apparently – so what we're going to do today is to go out onto the High Street in Huntingdonshire and find some children and ask them how much pocket money they get and what they spend it on. The article will go on the children's page which we call "WicKid!" with lots of information for children – ideas for where they can go, clubs they can join, and it's also quite interactive – it has a column we call "Word on the Street" – and we get a child each week to write in and tell us about what they think is going on, and they talk about music and films, and clubs and DVDs they've watched.

Peter When Debbie isn't working, she enjoys being with her children. This time is particularly important to her as she knows it won't last forever, because her children will soon want to do other things. To relax, Debbie likes to read, to garden and decorate her home.
Well, that's all for now. Do join us again in our next edition of "Private Lives". Same time – same station.

(Dialogue 1124 words)

After first listening *Now listen again and check your answers.
Ready?*

After second listening *That is the end of TASK 2.
You now have two minutes to check your answers.*

After 2 minutes *That is the end of the listening comprehension test.
Stop writing and hand in your papers.*