

USE OF ENGLISH	KEY
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TASK 1	20 POINTS
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ONE POINT PER ELEMENT AS INDICATED IN THE KEY

- 1 anybody (anyone) (any participant) took / part in
- 2 (been) ages (years) since / Ann (last) saw
- 3 has been / put off
- 4 has had / his car serviced
- 5 was not allowed / while
- 6 is not used / to going
- 7 always been / her ambition to
- 8 were you / I would take
- 9 can't have / written
- 10 wish Sue had / not refused (accepted)

USE OF ENGLISH	KEY
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TASK 2	10 POINTS
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NO MORE FRIENDLY SKIES

1. flying (flights)
2. misunderstood
3. clearly
4. profitable
5. warmth
6. sympathise / sympathize
7. unpleasant
8. twice
9. unlikely
10. suggestion

USE OF ENGLISH	KEY
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TASK 3	10 POINTS
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LEARNING TO COOK IN BEAUTIFUL IRISH LANDSCAPE

- 1 been
- 2 have
- 3 a
- 4 from
- 5 in
- 6 to
- 7 whose
- 8 where
- 9 despite / after
- 10 there

READING COMPREHENSION	KEY
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Task 1		14 points (1 point each) Clothes Line
1	C	They (the community associations) have the right to impose what rules they like.
2	B	I love ... It's comforting, familiar and restful / <i>Also last sentence in B</i>
3	B	...it (the tumble drier) ... was a present.
4	E	... the home owner association present an artificial ... <i>to end</i>
5	A	... because I feel it's exposing myself. / (getting) your undies back is embarrassing.
6	D	...here in Germany and ... the only people hanging out washing ... are Californians.
7	E	Quite a few people ... there is no other option ...
8	C	We're still free to ... in the Land of the Free!
9	F	If you dry your clothes outside, they get full of pollen.
10	F	As for the 'carbon footprint' we don't believe it ... <i>to end.</i>
11	D	<i>Last sentence of D</i>
12	A	Secondly, it's too much hard work.
13	B	I just can't comprehend this thing some people have about ...
14	C	..., ordinarily, I'm all for joking about the foolishness of my fellow countrymen.

Task 2		16 points (2 points each) Jellyfish
15	G	"the creatures" refers to the moon jellyfish which blocked the nuclear power station water intake system (<i>see previous sentence</i>) and which, therefore, "had to be cleared out" of that.
16	D	This sentence introduces the main form of pollution (<i>see sentence before the gap</i>) thought to be a contributing factor to rising jellyfish numbers. The sentence after the gap explains in detail how the agricultural pollution boosts jellyfish numbers.
17	C	The "large fish" referred to in this sentence are one example of jellyfishes' natural predators (<i>see sentence before the gap</i>). "So have" beginning the following sentence links to "have been drastically reduced" in this sentence.
18	A	The sentence explains why very little jellyfish numbers research has been done (<i>see sentence before the gap</i>)
19	H	"These factors" in this sentence refer to the increase in water sports and the development of smartphones (<i>see previous sentences</i>) – both contributory factors to the increased reporting of jellyfish.
20	B	Namibia is an example of an "area" where jellyfish have begun to dominate (<i>see sentence before the gap</i>).
21	F	This sentence introduces the detrimental effects of jellyfish on tourism, an example of which (Malaga) is given in the sentence after the gap.
22	I	A restatement of the "unusually high number" in the previous sentence.

BMP WRITING TASK 2012

Candidate Name: _____ Candidate Number: _____

	CRITERIA (marked on a basis of 0-6 points)	Maximum points 6 each
1	Content (Task fulfilment)	
2	Style, Conventions, Paragraphing	
3	Cohesion	
4	Grammar: range, correctness	
5	Vocabulary: range, correctness	
1-5	Total (max 30 points)	<div style="border: 3px double black; width: 100px; height: 30px;"></div>

BMP WRITING TASK 2012 Suggested Marking Scheme

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

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

- appropriate opening and close (Dear ... / Yours ... / first & final sentences)

*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 are a must)

*for an **ARTICLE** that would mean

- catchy title and an enticing introductory sentence
- addressing the reader directly
- stimulating, entertaining – possibly surprising
- 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 - 5 (in the table above) is reached.

POINTS	6	EXCELLENT
	5	GOOD
	4	SATISFACTORY
	3	UNSATISFACTORY
	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.

LISTENING COMPREHENSION

TASK 1	Poverty and education	KEY
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20 points / two points per gap

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

1	wealth
2	disadvantaged / poor(er)
3	Canada (and) Japan
4	economic
5	social
6	learn / process information
7	eight times
8	education(al) systems
9	the most successful
10	Asia

TASK 2	Angela Simpson – a police officer	KEY
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20 points / two points per correct answer

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

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 “poverty and education”

TASK 1 In the first part of the test you will hear a radio programme discussing the possible effects of poverty on education.

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?**

Dan: *Hello, I'm Dan.*

Alice: *And I'm Alice.*

Dan: *And this is 6 Minute English! Today we're talking about a new report that examines how poverty can affect education.*

Alice: *The report, from the Organisation for Economic Co-operation and Development – or OECD – studies whether there is a clear link between wealth and academic performance.*

Dan: *You'd think that children from poorer backgrounds perform less well at school than children from richer backgrounds, right Alice?*

Alice: *Well, that makes sense – if you're from a disadvantaged background then you're less likely to succeed because the situation is unfavourable.*

Dan: *But the OECD report says that in certain countries children from poorer backgrounds are more likely to achieve good grades and do well academically despite everything.*

Alice: *So it's easier for poorer school students – or pupils – to achieve high grades in some countries rather than others then, Dan?*

Dan: *Exactly. They achieve against the odds. For example, poorer children in Canada and Japan are more likely to achieve good grades than poor children in the UK.*

- Alice:** *So where are poorer pupils most likely to do well then, Dan?*
- Dan:** *Ah, that's this week's question actually, Alice. Which country do you think came top in the OECD list for pupils doing well, even when the odds are stacked against them? Was it: a) Finland; b) Canada; c) South Korea?*
- Alice:** *And I'll guess ... Finland?*
- Dan:** *Well, we'll see if you're right at the end of the programme. I had the chance to talk to Professor Yvonne Kelly from the University of Essex. She specialises in how economic factors can influence childhood development. So, her research in the UK compared levels of family income with the likelihood of children having social and emotional difficulties.*
- Alice:** *"Social" here refers to how people live and work together, and "emotional" refers to how the children react to their feelings. So the income of a family could affect whether the children have social and emotional difficulties.*
- Dan:** *And the research also looked at children's cognitive ability skills – that's the way children learn. Cognitive is a scientific term that refers to how we process information.*
- Alice:** *And what were the findings of this research then, Dan?*
- Dan:** *Well, Professor Kelly says that children from low-income families were more likely to show symptoms of social and emotional difficulties. She says they can be more restless and clingy – that is, they find it hard to be separated from their parents. In fact, children from poorer backgrounds were eight times more likely to be restless and clingy than their better-off counterparts.*
- Alice:** *But Dan, did you not say that some countries have less of a divide between the grades of richer pupils and poorer pupils than other countries?*
- Dan:** *That's right, although there's a strong link between family income and how well pupils perform at school, the report says that the education systems in some countries are more likely to help students from poorer backgrounds develop self-confidence to succeed.*
- Alice:** *OK, so don't keep me waiting, Dan – which countries are they?*
- Dan:** *Well, I can tell you that South Korea, Finland, Japan, Turkey and Canada are the most successful countries in terms of poorer pupils achieving high results. But today's question was which country came top in the OECD list for poorer students getting higher grades?*
- Alice:** *And I said Finland.*
- Dan:** *Well, in fact it was South Korea. In fact, the top five places by regional and national school systems are all in Asia: South Korea leads the countries, and Shanghai, Hong Kong, Macao and Singapore are also in the top five. France, Australia and the US are around average for pupils succeeding against the odds, and the UK is – unfortunately – well below average.*

Alice: *Oh – no, what a shame!*

Dan: *Yeah ... well, that's it for now. I hope you've enjoyed today's programme and you'll join us again for more next time.*

Dan & Alice: *Bye.*

(Dialogue 630 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

Angela Simpson – a police officer

TASK 2 In the second part of the test you will hear an interview with Angela Simpson, a woman who works as a police officer.

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?**

Tony In *Private lives* today we meet Angela Simpson. Angela is 29 years old, and she was born and brought up in Leeds, a large city in the north of England. Angela is a police officer, and she has special responsibility for recruiting young people from ethnic minorities who are interested in a career in the police service. First, we learn a little bit about Angela's background and her childhood in a multicultural suburb of Leeds.

Angela (clip) *My parents came to England in the 1960s from Jamaica, and I remember living in the Harehills area of Leeds which I really enjoyed as a child because of the fact that I distinctly remember that on my left there were neighbours who were Irish and from there we had people who were Sikh, Hindu, Pakistani, African-Caribbean all in this long street. I remember at school that it was quite a multicultural environment and the fact that I had friends from different backgrounds and different walks of life and for me I have really happy childhood memories. It wasn't until really I started working that I felt like I was in the minority.*

Tony Angela began her working life at Customs and Excise – a British government department which is responsible for collecting duty on imported goods for example. She had an administrative job and she was bored. When she decided she wanted to become a police officer, her mother tried to discourage her, fearing her daughter would face racial prejudice and sexual discrimination. Angela wasn't put off – although the training was tough, and she says she found it especially difficult, since she was from an ethnic minority background. After police training school, Angela became a foot patrol officer, and her day-to-day duties included dealing with shoplifters, domestic incidents and road accidents. She worked in a different part of Leeds from where she was brought up and she explains why:

- Angela (clip)** I would never ever work in the area that I was brought up in because of the fact that I do know a lot of people that I went to school with, a lot of people who have been in trouble and just from some comments that have been said when I've been out with my friends, especially if somebody doesn't like somebody from the police force, then they're going to say negative things about you. And I've got to think of my family as well who still live in that area which is the most important thing to me regardless of the job, really, so I would never, ever work in the Leeds area where I was brought up.
- Tony** *Angela is actually no longer a foot patrol officer "on the beat" – on duty, walking the local area she was responsible for. She enjoys her new role as a recruiting liaison officer, and she's working very hard to attract young people from ethnic minority backgrounds into the police service. However, Angela is clear that her police work on the beat – some of it with people whose living conditions shocked her because they were so poor – made her a more confident, committed officer and a stronger person.*
- Angela (clip)** I was on the beat for six and a half years and initially when I first joined the police service I was quite quiet, very reserved, surprisingly enough, yeah just very quiet-natured really and over the years it's helped me develop my confidence, develop the way I can communicate with people. I think that's quite important because there were quite a few times where initially I thought well is this really the job for me – I don't think I can make the grade – but I'm glad that I stuck at it and it has sort of like made me the person I am today.
- Tony** Police work often means irregular working hours, or "shifts", so keeping up with friends outside the police service can be difficult. Also, not surprisingly, police officers tend to socialise together when they're not on duty, and sometimes romantic relationships develop.
- Angela (clip)** *You will find that police officers male and female will actually get together I think that it's probably because they work quite closely, they're working similar shifts – sometimes it's very difficult to form a relationship outside the job especially if the other person doesn't understand the shift system. It's like another family, really. The disadvantage is that sometimes your whole life can revolve around the police service and I think you've got to be very, very careful that you're not sort of isolating your other friends. I think it's very important to have friends outside the job, as well as inside.*
- Tony** *Angela's recently moved house. And, according to her friends, she's made an unusual choice for an energetic, outgoing, young person.*
- Angela (clip)** *I live just outside of Wakefield which is called the Hall Green area and I live in a bungalow with a front and rear garden, two bedrooms, a dining room, living room, kitchen and bathroom. I've only lived there for a week but I really like it, it's quiet which is what I like. Some of my friends have commented and actually said that it's funny I live in a bungalow because a bungalow is associated with somebody that's elderly and it's not really the sort of place that they expect me to live in – but I like it, it's really nice.*
- Tony** *On a typical evening in, Angela can be found watching television in the living room. She admits that she doesn't cook for herself very often.*

Angela (clip) *A night in for me would be possibly sitting in front of the television eating a box of chocolates, that's my favourite really. I'm not a person that cooks very often and, if anything, I do tend to go to my mother's or my friend's house who lives near by and I do like eating out at different restaurants, Chinese, Indian and Italian are my favourites.*

Tony *To end the programme, Angela talks about her family. They're very close and spend a lot of time together. Angela admires her sister, who's five years older than her and a midwife at a local hospital. But both sisters share the same role model.*

Angela (clip) *I think for me my mother is my role model because she's a very humble person and the fact that she brought myself and my sister up single-handedly because my father wasn't around and to do something like that is something I'm very, very proud of and I remember that she's always said that you can do anything you want, don't let anybody say to you you can't do that and she's always strived for me and my sister to do well and I just hope that, well in fact I do know, she's proud of me now. Although she had her reservations about me joining the police, she's very proud now.*

(Dialogue 1177 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.