

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

- 1 if there / had not been
- 2 should have / left
- 3 if I / had swum
- 4 is not as (so) / threatening as
1. such a / terrifying film
- 6 although they / had passed (passed)
- 7 has lived in England / for
- 8 is encouraging her daughter / to
- 9 our opinion / it was
- 10 was John's / first visit

<b>USE OF ENGLISH</b>	<b>KEY</b>
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<b>TASK 2</b>	<b>10 POINTS</b>
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### **THE POWER OF NATURE**

1. global
2. unusually
3. accompanied
4. heating
5. lowest
6. seriously
7. inexpensive
8. options
9. renewable
10. independence

<b>USE OF ENGLISH</b>	<b>KEY</b>
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<b>TASK 3</b>	<b>10 POINTS</b>
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### **MIND YOUR MOBILE MANNERS**

- 1 these
- 2 for
- 3 that
- 4 out
- 5 soon
- 6 on (using)
- 7 any
- 8 few
- 9 beside (near / by)
- 10 has (needs / ought)

<b>READING COMPREHENSION</b>	<b>KEY</b>
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<b>Task 1</b>		<b>14 points (1 point each) National Anthems</b>
1	C	... the government decided it could not risk offending Serbs ...
2	F	... acknowledges the country's Arab population as well as the Jewish ...
3	A	... he never managed another memorable tune.
4	B	This has led to some confusion among the two countries' fans ...
5	A	... the song quickly spread across Europe ...
6	B	... it was rapidly adopted by other nations ...
7	D	It sounds like he (Byakul Maila) was on trial. His mistake? He ...
8	E	These days, only a couple of verses are likely to be sung.
9	F	At Olympic ... anthems cannot last longer than 80 seconds.
10	C	... purely instrumental.
11	D	... you would come away thinking it is just a gentle folk tune.
12	F	Over the next 10 years anthems may get longer.
13	E	In 1990 those lines stopped being sung to avoid causing offence.
14	A	He penned La Marseillaise in just a few feverish hours.

<b>Task 2</b>		<b>16 points (2 points each) Landmine-Sniffing Rats</b>
15	A	to prevent him from escaping
16	C	<i>The meaning is: the lethal weapons (= landmines) of the wars</i>
17	C	... many an outlandish proposal
18	D	... react to every tiny bit of non-lethal buried metal.
19	A	Unlike dogs, which grow attached to individual handlers, ...
20	D	Dogs can smell the explosive material / Rats - known for their keen sense of smell
21	B	fails to signal the presence of a fake mine
22	A	<i>Alberto says <b>only</b> positive things about rats</i>

## BMP WRITING TASK 2013

Candidate Name: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

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

BMP WRITING TASK 2013  
**Suggested Marking Scheme**

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

\*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 (*paragraph headings advantageous*)

\*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, organised into clear paragraphs, 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.

<b>POINTS</b>	<b>6</b>	<i>EXCELLENT</i>
	<b>5</b>	GOOD
	<b>4</b>	SATISFACTORY
	<b>3</b>	UNSATISFACTORY
	<b>2</b>	TOTALLY UNSATISFACTORY
	<b>0-1</b>	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

<b>TASK 1</b>	<b>Urban planning</b>	<b>KEY</b>
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20 points / two points per gap

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

1	(well) connected
2	(current) trend
3	comfortable
4	(the) theory
5	not very good
6	a bus
7	(amount of) time
8	shorter journeys / a shorter journey
9	give up
10	nightmare

<b>TASK 2</b>	<b><i>A bike trip</i></b>	<b>KEY</b>
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20 points / two points per correct answer

1	A
2	C
3	A
4	C
5	B
6	B
7	C
8	C
9	C
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 “urban planning”**

#### TASK 1

*In the first part of the test you will hear a radio programme about the design of future cities.*

*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?**

Todd:

So, Shifani, you are an expert in urban planning, and more specifically, in transport. What do you envision in the future, let's say, in fifty years from now?

Shifani:

Fifty years from now is quite a long time to project, but future cities would be green cities, cities that are able to sustain themselves. They can produce their own energy. They've got transport choices, so people can choose whether they want to walk or cycle or take the bus. A city that has a very well connected public transport system. So, if you want to get from A to B, you have three main choices - public transport, walking, cycling - each equally good.

Todd:

So basically, you see a future of increased urbanization.

Shifani:

Increased urbanization, yes, because people are moving to the cities. That's what the figures say. It's what's happening. It's the current trend. And if this continues, the cities need to become more robust. They need to become more resilient. I know these are big words, but what I mean by that is that cities that are able to change with the times. If people are going to become more mobile, then we need a city with a good transport system.

But in the future, there's a possibility that people won't be travelling so much, simply because the internet is taking over. Our social space is being invaded by the internet. And so, if people aren't going out so much, we'd want cities with comfortable housing, comfortable buildings, heating, cooling - nicer places to be.

Todd: So, in the future, if there are more cities or more densely populated cities, do you see any changes in public transportation?

Shifani: Well, the theory states that the more density you have, the more feasible public transport becomes. This theory is absolutely true. So, in saying that cities are going to become more densely populated and urbanized, public transport definitely has a future.

I mean, if you think of a city like Beijing, for example, public transport is available. People travel by it. Why? Because it's available. It has to be available, because there's such a vast number of people. But if you think about a city like Auckland, where I'm from, our public transport system is not very good, because we're not densely populated, and it doesn't make sense to put a bus where there aren't people.

But then, the counter argument is, if you put a bus, people would take it. So, it's the 'chicken and egg.' What comes first? Do you put a bus on a route where there aren't people or where the people aren't taking the bus? Or do you do it the other way around?

Todd:

Hm, interesting. And of the types of public transport - buses and mainly rail or subways - which do you see will have a greater impact in the future?

Shifani: I think it all depends on where you are, but trains will definitely be the way of the future. Trains and buses combined, I think, because people like traveling long distances in the shortest amount of time possible. Trains are your solution for that. But for shorter journeys, obviously, connecting different train stations or connecting homes to the train stations, you are going to need buses. One can't really function without the other.

Todd:

So, maybe one of your biggest challenges is going to be getting people to give up their 'love affair' with cars?

Shifani: Oh, that's always difficult. Trying to tell a car enthusiast that he should not drive his car ever again will become their worst nightmare. It's not something that's easily achievable. I myself am guilty of that. I used to have a Turbo Nissan Sylvia when I was growing up, in my teenage years. And if someone told me not to drive my car, I think I would be very mad. So yes, it's quite a barrier that I have to go through.

Todd: Well, good luck.

Shifani: Thank you. I'm going to need it.

(Dialogue 658 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 1.***

***You now have thirty seconds to check your answers.***

***After 30 seconds***

***Now turn to task TWO.***

**TAPESCRIPT 2**

**20 POINTS**

***A bike trip***

**TASK 2**      ***In the second part of the test you will hear an interview with a woman who talks about a bike trip in Cambodia.***

***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?***

John:                    So Julia, I was looking at your website and I noticed that you did a bike trip in Cambodia.

Julia:                    Yes, that's right. I joined an organization called Pepi and we did a ride from Siem Reap to Vietnam, Ho Chi Minh City.

John:                    Wow, that's pretty cool.

Julia:                    Thank you.

John:                    So how did you do this trip? Was it through some organization?

Julia:                    Well, actually it was a couple of friends of mine who lived in the same town as me and it was their idea. They wanted to, they'd been to Cambodia, they wanted to go back and they wanted to do something somehow to help in some way. They recognized there was a problem with education in Cambodia, availability of education. They wanted to build a school so they went online and they found an organization through which they could, if they raised the funds, this organization would build a school for them and so we incorporated the bike ride as part of the fundraising and as part of the learning process. We wanted to actually go to Cambodia and see the country, as much of the country as possible.

John:                    That sounds great! So first let's talk about the bike ride. What exactly were the details of the trip?

- Julia: Well, it was, this ride has now become an annual event and obviously that was the first one so the details were a little sketchy in the beginning. We kind of were making it up as we went along. We planned for about a year in terms of preparation, physical training and planning the routes and raising the money and deciding where we'd stay, how long it'd take, all those kind of things. We hired bikes from a company in Cambodia when we got there. They were mountain bikes. We had panniers, you know – these special transport bags for bikes – we actually got a company that sponsored us for those so we could carry stuff with us and we visited about seventeen organizations during the ride and other NGOs, other educational organizations; a few of the other schools that were part of the same project. We also visited them and we took with us teaching materials because we did some English classes and some environmental awareness classes as we rode. So those organizations kind of were the pinpoints of where we stopped and stayed.
- John: What were the road conditions like that you were riding on?
- Julia: I'd say at least half, maybe more than half were unpaved roads. Thankfully Cambodia is very flat so it wasn't so difficult. We averaged about seventy, eighty kilometres a day but on some days it was like thirty five degrees so it was hot, so we'd try to leave at around six o'clock in the morning. A lot of mornings we saw the sun rise. We'd grab some breakfast at a roadside market or something, noodles that kind of thing, and so the roads were unpaved and the dirt in Cambodia is very red. It's like a red clay and...
- John: But very dusty though right?
- Julia: Very dusty so we had to wear scarves round our faces. When we arrived in the evenings at our destination, we were absolutely filthy and I always looked at myself and thought wow I've got such a great tan today and then I got out of the shower and realized it was all dirt, completely dirt, so we'd have to, yeah, a lot of Cambodians, I think it's called a krama, it's a kind of scarf they wear around the mouth and when they travel in the back of trucks and things because the dust is phenomenal.
- John: The dust in some ways might have helped with maybe sun protection from the rays? Did you find that because you were covered in dust that maybe you didn't get sunburnt?
- Julia: I did put a lot of sunscreen on every day because I was worried about that and perhaps it did protect us yeah in that way. But it did make us dirtier.
- John: So what did the locals think? So you're driving through this, you know Cambodia is a very rural country.

- Julia: It is and we chose some of the most rural areas because we wanted to see some of the more picturesque places. I mean it's stunning, the landscape there was stunning. There's a word in the Cambodian language for foreigner which is *barang* and we got very used to hearing this word. Kids would come running across the fields shouting *barang, barang, barang* and they'd line the roads and they'd be going *hello, hello, hello, I love you, I love you, hello, hello*, so we got used to this waving and cheering. I think they probably thought we looked like we were from another planet because we were on these quite high-tech mountain bikes, laden with front and rear panniers. We had some film equipment with us. A friend of ours had put a bracket on the front of his handlebars with a camera on it and we often would have our iPods and digital cameras out. They probably had never seen anything like us coming through and then when we'd stop at this roadside kind of cafes, we'd just lay our bikes down beside the road and they'd all come round but they were so polite and courteous and very reserved people. They never touched any of our stuff. They were always very respectful and I had a very positive experience. Before we went there, I met quite a few people, quite a few Cambodians even who said you can't do it, it's dangerous, you know you can't do it, you're going to get robbed, there's bandits. It's going to be really dangerous but we didn't encounter a single danger and in the whole two months, six riders, we had one puncture in the whole time. It was amazing. It was absolutely amazing
- John: You only had one flat tire?
- Julia: One flat tire, that was it, and we had no problems with the bikes.
- John: And these are bumpy roads.
- Julia: Bumpy roads, yeah, we were blessed. We actually went and had a blessing in a Buddhist temple before we set out and the monk blessed us and blessed us for safe travel, blessed our bikes and that was a nice ritual to do before we embarked, and it worked.
- John: That's fantastic.
- Julia: Yeah.

(Dialogue 1061 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.**

**After 2 minutes**

**You now have two minutes to check your answers.  
This is the end of the listening comprehension test.  
Stop writing and hand in your papers.**