

LISTENING COMPREHENSION

TASK 1	OLD PEOPLE'S HOME	KEY
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11 points / one point per gap

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

1	nurse
2	farmhouse
3	busy
4	peace and quiet
5	safety
6	age
7	audience / listener
8	daughter-in-law
9	grateful / thankful
10	an equal
11	the flute / the flute in a concert

TASK 2	WORKS OF ART	KEY
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14 points / two points per correct answer

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

LISTENING COMPREHENSION

TAPESCRIPT 1

11 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.*

OLD PEOPLE'S HOME

TASK 1 *In the first part of the test, you will hear a girl talking to students at her school about her recent summer job in an old people's home. As you listen, fill in the gaps 1-11 in the notes below. In some gaps more than one word is necessary for a complete answer.*

(allow 90 sec) *You now have 90 seconds in which to look at TASK 1. Ready?*

Girl: Hiya, everyone. My name's Lia – as most of you know (*laughs*) – and last summer I worked for three weeks as a care assistant at The Cedars old people's home on the edge of town – some of you may know it – just before the roundabout near the big Morrison's supermarket. Umm, Mrs Davies, our **careers** adviser, recommended being a care assistant because I want to train as a **nurse** when I leave school.

Yeah, as I said, The Cedars is that big old white house on the left just before the Morrisons roundabout. I was told that The Cedars was **originally** a **farmhouse**, but it has been enlarged and changed so much since it became a care home that you would never guess. Anyway, one thing that surprised me a bit was that the old folk, the residents of the home, said that they actually liked the fact that The Cedars was on a **busy** road because then they have more to watch from the windows of the sitting room and dining rooms at the front of the house, where they spend quite a lot of their time. In the summer they can even sit in the garden in front of the house and sometimes even speak to people **passing by**. You know, I had assumed elderly people just wanted **peace and quiet** all the time, but that's really not true. They can get terribly lonely in fact, and so that's why they like the old people's home being in town and not miles out in the countryside. And for sure, they really enjoyed having me around to talk to them.

Umm, the building itself, which is a privately run care home by the way, is quite old, but it's clean and nicely decorated and has obviously had lifts and **safety features** such as ramps and, you know, extra handrails, as you would expect, well that have to be installed by law, I suppose, in such places. The bedrooms are fairly small and simple, but, as I said, clean and light and comfortable.

The residents, the elderly people who actually live there, were great mostly. They liked talking about when they were **my age**. In fact, the best part of my work was when I served them an evening drink (tea, coffee or hot chocolate) in the sitting room, and because I didn't have to rush off, because I had time to listen, they would tell me their stories. I suppose they had told all their stories before, but I was new and had time, so I was a good **audience**. But I knew they really **appreciated** the time I spent with them. We all had a really good laugh some evenings!

Yeah, as I said, they were mostly all really nice, though one or two of the old ladies could be a bit, like sharp-tongued sometimes. One of these women sometimes said actually quite nasty things to me, apparently because I looked like her **daughter-in-law**, whom she had never got on with – at least that's what one of the full-time carers told me. The old men were funny. They often tried to get me to buy them extra little treats like **pipe tobacco** or sweets from the newsagents down the road for them, and if I did they were always so **grateful**.

Umm, the other permanent members of staff were all really nice to me. To be honest, I was amazed how they treated me as **an equal**, and that helped me to value my own work, even though I obviously had to ask for **advice** quite often and did make a few mistakes. Yeah, being appreciated like that motivated me to do my work at the home as well as I could.

I'm going back to the Cedars next month because I play the **flute**, and the manager has invited me to put on a little concert for the residents. If anyone else plays an instrument and would like **to join** me, please let me know. They'll really appreciate it, I can assure you. Do think about it.

Well, I think my time is up and I think I've said all the main things I wanted to share about my time there. So, thank you for listening ... (fade)
(Monologue 638 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

14 POINTS

WORKS OF ART

TASK 2

In the second part of the test you will hear four different people saying what works of art they would purchase if they won £20,000.

For questions 1-7, mark the best answer, A, B, or C.

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

(allow 90 sec)

Ready?

Speaker 1
(man)

If I won £20,000, I would get into my car and spend a week or two driving around the English countryside – I would avoid big cities, I think - visiting as many antique shops and even auctions as possible, looking for a really top-quality oil painting from the nineteenth or even eighteenth century. Obviously, I would need to be careful not to buy a forgery, so **it would be important not to buy anything on impulse** but to do as much research as possible on any painting that seriously appeals to me. In that respect, auctions would be great as they often produce catalogues for the auction which give information that is generally trustworthy about each item on sale.

Speaker 2
(woman)

Well, I can't think of anything nicer than having that amount of money just to spend on art – how wonderful! I already know what I'm going to buy! A collection, a set, of drawings I saw at an exhibition by local artist Harietta Humphreys which my husband and I attended a few months ago. Who knows, **the drawings might be worth millions one day!** About ten years ago I did purchase a painting quite cheaply by an artist whose works now sell for a couple of thousand or more, but **that would not be my sole motivation for buying the Harietta Humphreys drawings.** The drawings just 'spoke' to me somehow – I felt like they were how I see the world. That's why I would buy them, I think.

Speaker 3
(man)

I should mention perhaps right away that I am actually a professional in this field! I am a sort of art middleman. I get catalogues from about fifty smaller local galleries up and down the country – by 'galleries' I don't mean museums but shops that display and sell the works of **budding local artists** – and purchase paintings from them. These painting I then resell at some point at a profit – that's how I make a living! The secret is to buy so-called 'first' works from artists who are often though not always still young, but **who have begun to gain recognition but are essentially unknown outside of their locality.** You also just need to have a good eye for a painting that you know will appeal to other people. A good rule of thumb is to ask yourself **if you could imagine having** a painting you buy hanging on the walls of your own home.

Speaker 4
(woman)

If I were given a sum of money like that, I personally would buy **something eye-catching, something that everyone would notice, even if they didn't like it!** I'd probably go for a statue or sculpture that I would place just inside the front door or possibly outside in the front garden! Somewhere prominent, somewhere where it is as if the statue or sculpture is saying 'Look at me! **I myself would have to love the piece, of course, and its message.** I mean, that, in my view, is the only reason why an artist should create a work of art in the first place, and it should also be why anyone buys a work of art – because they love it so much that they want to share their home with it, **they want it to be a part of their life!**

(543 words)

After first listening

Now listen again and check your answers. Ready?

After second listening

This is the end of TASK 2. You now have two minutes to check your answers.

After 2 minutes

This is the end of the listening comprehension test.

You may now proceed to complete the remaining parts of the test.

READING COMPREHENSION	KEY
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TASK 1	11 POINTS (1 point each)
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Rethinking Life

1	D	I have no regrets. I never used to feel in control, but now I have peace of mind and control of my destiny. That's the best of all.
2	A	But I hadn't planned to leave for another five to ten years when I was made redundant. It came so suddenly.
3	B	But we had married young, and our children didn't need our support. It was a leap into the unknown.
4	C	There are things I really long for, though, like the social interaction with colleagues.
5	D	I knew that to change career I had to get qualifications, so I did various courses in nutrition.
6	A	My break came when I got to know the head chef of a local hotel with one of the top 20 hotel restaurants in the country.
7	B	"I don't want to go back to where I've been." He was astonished because most people in their mid-forties need to go back to work immediately – they need the money.
8	C	A lot of people said I'd get bored, but that has never happened.
9	D	I was interested in health, so I visited some of the world's best fitness centres and talked to the owners about how they started up.
10	C	The secret is to have deadlines. Since it's a fashion-related business, you have the collections, next year's shapes, the season – there's always too much to do, so you have to run a regimented diary.
11	D	I was nearly made redundant in 2012, but I escaped by resigning and travelling for a year. I spent that year trying to work out what I wanted to do.

TASK 2	14 POINTS (2 points each)
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The Doll's House by Katherine Mansfield

12	B	It was so big that the carter and Pat carried it into the courtyard.
13	C	But perfect, perfect little house! Who could mind the smell. It was part of the joy, part of the newness.
14	A	The hook at the side was stuck fast. [...] the whole front swung back and [...] That is the way for a house to open
15	A	... gazing at one and the same moment into the drawing room and dining room, the kitchen and two bedrooms.
16	C	It was too marvellous. It was too much for them. They had never seen anything like this in their lives.
17	B	But the lamp was perfect. It seemed to smile at Kezia, to say, "I live here." The lamp was real.
18	C	And the only two who stayed outside the ring were the two who were always on the outside, the little Kelveys. They knew better than to come anywhere near the Burnells.

GRAMMATIK

KEY

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

8 POINTS
(1 point each)

- 1) don't know
 - 2) have never told
 - 3) used to play
 - 4) will start
 - 5) had written
 - 6) had been dating
 - 7) didn't give up / wasn't giving up / hadn't given up
- must have distracted

TASK 2 (Minor spelling mistakes can be accepted.)

9 POINTS
(1 point each)

- 1) worst picture I have **ever**
- 2) **only** had little time left
- 3) is no **point** in counting
- 4) wear **off**
- 5) the **following** month they would'd
- 6) have been **cleaning** for
- 7) Laura rang **did** I know
- 8) had **already** completed/finished
- 9) spite of the **fact** that

TASK 3 (Spelling has to be correct.)

8 POINTS
(1 point each)

- 1) EASILY
- 2) CHARACTERISTIC
- 3) UNSOLVED
- 4) MOVEMENT
- 5) WHISTLING
- 6) POSSIBILITIES
- 7) CONCLUSION
- 8) SOUGHT

BMP WRITING TASK 2022

Suggested Marking Scheme

	CRITERIA (marked on a basis of 0-6 points)	Points
1	Content	0 – 5
2	Style, Conventions *	0 – 5
3	Paragraphing, Cohesion **	0 – 5
4	Vocabulary: range, accuracy	0 – 5
5	Grammar: range, accuracy	0 – 5
1-5	Grand total (max)	25

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 variety of linking words and cohesive devices within and across paragraphs.
- 4) Using a wide range of **vocabulary** appropriately. The focus is, therefore, on range as well as accuracy.
- 5) 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	5	EXCELLENT
	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.