

Inglise keele riigieksami hindamisjuhend 2007/2008. õppeaastal.

Eksami kirjaliku osa I vihik:

### A MARKING SCALE FOR LETTERS

	<b>Task Completion (1)</b>	<b>Language (2)</b>
<b>4</b>	Responds to all aspects of the prompt. Ideas presented and supported. Clear organisation (uses paragraphs, logical). Correct format.	Lexically and grammatically correct. Appropriate tone. Complex structures. Correct spelling.
<b>3</b>	Responds to most aspects of the prompt. May lack support. Clear but does not have paragraphs. Mostly correct format. Some irrelevant remarks.	Lexically and grammatically mostly correct, with few unsystematic spelling mistakes. Some complex structures used. Tone inappropriate at times.
<b>2</b>	Important parts of the prompt not mentioned. May require re-reading because of poor organisation. Faulty format. Significant amount of irrelevant information.	Basic vocabulary and grammar well controlled. Mostly simple sentences. Inappropriate tone. Frequent grammar and spelling mistakes.
<b>1</b>	Attempts to write a letter but most aspects of the prompt have not been addressed. Hard to follow due to lack of organisation.	The text abounds in grammar and spelling mistakes but can still be comprehended. Writer has minimum control of the lexis and grammar.
<b>0</b>	Does not write a letter. The prompt has been ignored. Fewer than 50 words.	Errors in grammar and spelling predominate to the extent that the text cannot be understood.

## A MARKING SCALE FOR ESSAYS AND REPORTS

	<b>Task Completion (3)</b>	<b>Organisation (4)</b>	<b>Vocabulary (5)</b>	<b>Grammar (6)</b>
<b>3</b>	Addresses all aspects of the prompt. Ideas are presented and supported by examples.	The message can be followed without an effort. All required elements present. Clear paragraphs. Each paragraph has one central topic, which is developed. Linking devices used within and between paragraphs.	Appropriate, wide vocabulary. Error-free word-formation. Formal register. Correct spelling.	A wide range of grammatical structures. Complex structures predominate. Punctuation well managed.
<b>2</b>	Addresses the prompt partially. Does not always support. Some irrelevant remarks.	Organisation is evident but may not always be logical. Some required elements missing or wrong. No paragraphs, but logical. Some linking devices used.	Good general control of vocabulary. Mostly correct usage. Inconsistent register. Word-formation problems. Some spelling mistakes.	Mostly error-free grammar. Simple sentences predominate. Some punctuation errors.
<b>1</b>	The content is barely connected with the prompt. Mentions or copies the prompt without developing. Significant amount of irrelevant information.	No apparent organisation. Random, illogical paragraphs. Relations between ideas unclear. Linking devices mostly not used or overused.	Vocabulary quite limited. Frequent incorrect usage. Inappropriate register. Spelling-mistakes make comprehension problematic.	Limited range of grammar with frequent errors. Frequent punctuation errors.
<b>0</b>	Ignores the task Plagiarised work. Fewer than 100 words.	The writing does not communicate. Plagiarised work.	Misspelling prevents understanding. Plagiarised work.	No ratable language. Plagiarised work.

## Eksami kirjaliku osa II vihik:

### KUULAMINE

Task 1	Task 2	Task 3
1. H	10. B	20. Later start
2. E	11. A	21. pay attention and concentrate
3. A	12. B	22. sleep patterns/schedules
4. B	13. C	23. sports results
5. I	14. B	24. stimulants / beverages with caffeine
6. C	15. C	25. responses and concentration
7. K	16. D	26. active plots
8. G	17. D	27. of moodiness and depression / moody and depressed
9. D	18. A	28. soothing music / calming music
	19. B	29. Falling asleep
		30. nap /sleep
		31. Difficulty waking
		32. stay up all night

*\*kui õpilane on võtnes toodud sõna või fraasi parafraseerinud, lugeda vastus õigeks*

### LUGEMINE

Task 1.1.	Task 1.2	Task 2	Task 3
1. B	8. M	21. T	31. M
2. A	9. P	22. F	32. G
3. A	10. L	23. F	33. F
4. B	11. F	24. T	34. L
5. C	12. C	25. NI	35. B
6. B	13. A	26. F	36. I
7. A	14. G	27. F	37. C
	15. N	28. T	38. A
	16. O	29. NI	39. E
	17. K	30. T	40. K
	18. I		
	19. B		
	20. H		

## KEELE STRUKTUUR

### Task 1

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

### Task 2

11. V
12. up
13. when
14. to
15. about
16. V
17. around
18. V
19. the
20. being

### Task 3

21. to
22. them // love /  
life
23. to
24. the
25. about / towards
26. whose
27. a / one
28. has / claims /  
desires / wants
29. to
30. of

### Task 4

31. is concerned
32. taken
33. reaching
34. seems
35. specify
36. result
37. employed
38. lived
39. would lead /  
could lead
40. committed

Eksami suuline osa:

**MARKING SCALE FOR SPEAKING**

	<b>Communication</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Fluency&amp;Pronunciation</b>
5	<u>Independent speaker.</u> Responds to all aspects of the prompt. Interacts naturally with appropriate openings, responses, fillers and amplifications. Logical and clear. Able to paraphrase successfully.	<u>Wide vocabulary,</u> precise and appropriate. Word formation virtually error-free. Appropriate register.	Uses a <u>variety</u> of simple and complex grammatical structures as appropriate. Only very occasional mistakes.	<u>Very fluent.</u> Speaks fluently with appropriate pronunciation and intonation and only natural pauses. Can express him/herself confidently, clearly and politely. Often shows ease of expression.
4	<u>Good speaker.</u> Responds to most aspects of the prompt. Interacts mostly naturally, but may not always be logical. Usually able to paraphrase successfully.	<u>Appropriate vocabulary</u> with occasional errors in word-formation and register. Only occasional misuse of words.	<u>Mostly grammatical.</u> Simple structures error-free. Complex structures are frequently attempted but these may contain errors.	<u>Fluent speaker.</u> Can maintain a fairly even tempo. There are occasional noticeable pauses when the speaker is looking for words. Pronunciation and intonation mostly correct.
3	<u>Hesitant speaker.</u> Attempts to respond to most aspects of the prompt but relies noticeably on the input with limited personal contribution. Interaction is attempted but this seems mechanical. Frequent problems with logicity.	<u>Simple vocabulary</u> fairly well controlled but more complicated words and expression not attempted or misused. Frequent register problems.	Relies on <u>simple sentences</u> only, which occasionally contain errors. Complex structures, if they are attempted nearly always contain an error.	<u>Hesitant speaker.</u> Can make his/her ideas clear to the listener, but is not able to maintain an even tempo. Frequent self-correction, hesitation and pronunciation problems lead to some misunderstanding.
2	<u>Laconic speaker.</u> Attempts interaction but with frequent failure. Mentions prompts, without development or ignores them. Disorganised, illogical answer.	Relies mostly on quite <u>basic vocabulary</u> that still contains errors. Words often misused. Mostly inappropriate register.	<u>Frequent grammatical errors,</u> except in simple formulaic sentences. Complex structures not attempted	<u>Laconic speaker.</u> Speaks with frequent illogical pauses. Unable to keep going/maintain the flow. Serious problems with pronunciation and intonation but for the most part can still be understood in spite of them.
1	<u>Very laconic and hesitant.</u> Unable to interact beyond mentioning the task and a rare question or monosyllabic answer.	<u>Very limited vocabulary.</u> Isolated words or collocations. Unaware of register.	Finds it <u>hard to form sentences.</u> Most utterances contain an error.	<u>Very laconic.</u> Pronunciation difficulties make the speech mostly incomprehensible. No traceable stress pattern.
0	Does not attempt the task. Misinterprets the task completely.	The answer is too short to allow evaluation. The <u>vocabulary is inappropriate</u> all through.	The answer is too short to allow evaluation. All utterances <u>un-grammatical.</u>	A non-speaker. The answers are too short (monosyllabic) to allow evaluation.