

### Inglise keele riigieksami hindamisjuhend 2006./2007. õppeaastal

Kirjaliku eksamiosa 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<br>Plagiarised work.<br>Fewer than 100 words.                                                                                   | The writing does not communicate.<br>Plagiarised work.                                                                                                                                                        | Misspelling prevents understanding.<br>Plagiarised work.                                                                          | No ratable language.<br>Plagiarised work.                                                         |

## Kirjaliku eksami II vihk:

### KUULAMINE

#### Task 1

1. proposals / suggestions / propositions
2. THORNTON
3. occasion / event
4. 1 880
5. 2 585
6. fireproof curtains
7. promotion / advertising
8. fancy dress / costume
9. charity
10. to participate / participation / to take part / participating
11. attract teenagers / involve teenagers / encourage teenagers

#### Task 2

12. regained its independence / restored its independence / reclaimed its independence / became independent
13. physician / doctor
14. community leader / community activist
15. private practice
16. concentration camp
17. passionate
18. accurate
19. educational programme
20. was (re)appointed
21. active fundraiser / activist in fundraising / activist and fundraiser
22. achievement
23. community organisations
24. involved / participating / taking part

#### Task 3

25. H
26. B
27. E
28. F
29. A
30. C
31. G
32. D

## LUGEMINE

### Task 1

1. F
2. NI
3. F
4. T
5. T
6. T
7. F
8. NI
9. F
10. NI
11. T
12. F

### Task 2.1

13. C
14. A
15. C
16. C
17. B
18. A
19. C
20. A

### Task 2.2

21. 14
22. 11
23. 12
24. 2
25. 10
26. 8
27. 3
28. 4
29. 5
30. 1

### Task 3

31. I
32. J
33. C
34. K
35. D
36. A
37. M
38. G
39. B
40. F

## KEELE STRUKTUUR

### Task 1

1. It's
2. its
3. around
4. which
5. through
6. with
7. the
8. that

### Task 2

9. B
10. A
11. C
12. A
13. C
14. A
15. B
16. A
17. B
18. B
19. A
20. B
21. A

### Task 3

22. had
23. been
24. both
25. ought
26. visiting
27. a
28. being
29. √
30. more
31. no
32. √

### Task 4

33. curiosity
34. reference / references
35. generosity
36. competence
37. fanatically
38. variety
39. following
40. integrated / integral

Suuline eksam:

# A MARKING SCALE FOR SPEAKING

|   | MONOLOGUE                                                                                                                          | PRONUNCIATION                                                                              | VOCABULARY                                                                                   | GRAMMAR                                                                                                                                  | COMMUNICATIVE ABILITY                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | X                                                                                                                                  | X                                                                                          | Precise and varied vocabulary.                                                               | Uses complex structures. Few (if any) grammatical errors. Forms different types of questions (including at least one reported question). | X                                                                                                                                                                |
| 4 | X                                                                                                                                  | X                                                                                          | Varied and appropriate vocabulary. Occasional slang words.                                   | Complex structures attempted. Grammar mainly accurate.                                                                                   | Maintains effective communication with only natural hesitation. Contributions relevant and appropriate. Does not require assistance. <sup>1</sup>                |
| 3 | Speaks 2-3 min; ideas logically presented; well structured (intro + conclusion). Does not read out the text/notes                  | Although L1 accent may be evident, utterances easily understood.                           | Varied vocabulary with some inappropriacies. OR Appropriate vocabulary, but not very varied. | Complex structures rarely attempted. Some errors in basic structures.                                                                    | Maintains flow of language. Contributions relevant but occasionally inappropriate. Hesitation when searching for language. Requires some prompting. <sup>2</sup> |
| 2 | Speaks 2-3 min but the talk lacks structure (ideas not logically presented; intro and/or conclusion missing). Re-tells the text.   | Some recurrent pronunciation problems (sounds, intonation, phrasing).                      | Limited vocabulary.                                                                          | Many errors / systematic errors in basic structures.                                                                                     | Has difficulty with maintaining flow of language. Contributions occasionally irrelevant. Frequent hesitation. Requires prompting. <sup>3</sup>                   |
| 1 | Does not talk but reads out the text/notes. OR Initially says very little but with some prompting produces 5-6 sentences in a row. | Pronunciation problems (accent, mistakes) create occasional difficulties for the listener. | Inappropriate vocabulary.                                                                    | Grammar mostly inaccurate. Major errors.                                                                                                 | Cannot maintain flow of language. Hesitations demand patience of the listener. Requires major prompting and assistance.                                          |
| 0 | Says no more than 2-3 sentences on the topic. No assessable input.                                                                 | Pronunciation so poor that utterances hard to follow. No assessable input.                 | Severe lack of vocabulary. No assessable input.                                              | Gross distortions of basic structures. No assessable input.                                                                              | No communication takes place. No assessable input.                                                                                                               |

**Notes:** <sup>1</sup> *Does not require assistance* means that the student completes all the tasks without any prompting; when in doubt about what to do asks for guidance.

<sup>2</sup> *Requires some prompting* means that the interviewer has to remind the student once or twice what to do (has to repeat a question because the student keeps silent, or the student fails to use one or two items in Part 3 of the interview).

<sup>3</sup> *Requires prompting* means that the interviewer has to remind the student three or four times about what to do (has to repeat a question because the student keeps silent, or fails to use three items in Part 3 of the interview).

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