

## Inglise keele põhikooli lõpueksami hindamisjuhend 2010

### Kuulamine

#### Task 1

1. T; 2. F; 3. F; 4. T; 5. T, 6. T; 7. F; 8. F

#### Task 2

9. seven / 7 years

10. Rome / Italy

11. New York / the United States / the U.S.

12. Rome / Italy

13. New York

14. China

15. Japan

### Lugemine

#### Task 1

16. F; 17. T; 18. F; 19. NI; 20. F; 21. F; 22. F; 23. NI; 24. T; 25. T

#### Task 2

26. G; 27. D; 28. A; 29. F; 30. C

### Keele struktuur

#### Task 1

31. A; 32. B; 33. C; 34. B; 35. A; 36. B; 37. C; 38. B; 39. B; 40. A; 41. C; 42. B; 43. A

#### Task 2

44. D; 45. C; 46. B; 47. B; 48. A; 49. D; 50. D; 51. D; 52. B; 53. B; 54. C

#### Task 3

55. arrested

56. included

57. had been

58. was suspected /had been suspected

59. was caught

60. was trying

**PART FOUR: WRITING** (maximum 15 points)

**Task 1** (50 words  $\pm$  10%)

Use the marking scheme below:

3 points

Reads like an apology. Both beginning (*Dear English teacher; Dear Ms. .... (name)*) and ending (*Best wishes; Love; Yours*) appropriate.

Up to 2 grammar or spelling mistakes (slips).

All three aspects discussed (apologises and gives reason(s); promises to study for the next class and to be present).

40 - 55 words

2 points

Either beginning or ending inappropriate or missing.

3 to 6 grammar or spelling mistakes.

One aspect missing.

Less than 40 words.

1 point

Both beginning and ending inappropriate or missing.

More than 7 grammar or spelling mistakes.

Only 1 of the aspect used.

Less than 30 words.

0 points

Has misunderstood the task.

Less than 25 words.

**Task 2** (max. 12 points). See the marking scale.

YEAR 9

WRITING (THE LETTER)  
MARKING SCALE 2010

	ORGANIZATION (1)	VOCABULARY	GRAMMAR/SPELLING (2)	TASK ACHIEVEMENT(3)
3	Reads like a letter (both beginning and ending appropriate); well organised; paragraphs logical	Vocabulary appropriate to the task	Only a few minor grammar and spelling mistakes (slips)	All three aspects discussed
2	Beginning OR ending not appropriate OR paragraphs not logical	Vocabulary quite basic though conveys the meaning	Several grammar and spelling mistakes OR some systematic grammar and spelling mistakes	Two aspects discussed
1	Beginning AND ending not appropriate OR no paragraphs	Many words used inappropriately and inaccurately	Grammar and spelling problems in almost all sentences	Only one aspect discussed OR all three aspects only mentioned
0	Separate sentences, NOT a connected (cohesive and coherent) text	Vocabulary problems make communication impossible	Completely ungrammatical	Has misunderstood the task

**Notes:**

- (1) Appropriate beginning: salutation (*Dear...*) + an opening sentence (thanking for the letter, for example).  
Appropriate ending: a closing sentence (*I'm looking forward to your letter*, for example) + *Yours, / Best wishes, / Love, ...*
- (2) Several mistakes: 5-10 mistakes.  
Systematic mistakes: the same mistake occurs more than once.
- (3) The three aspects that need to be discussed are given in the task. *Discussion* means that the aspect is not only *mentioned* but some additional information about it is given, at least two sentences per aspect (sentence = simple sentence; 1 complex or compound sentence = 2 simple sentences).