

# ANGLŲ KALBA

## VALSTYBINIO BRANDOS EGZAMINO VERTINIMO INSTRUKCIJA

2008 m. brandos egzaminų pakartotinė sesija

### ANSWER KEY

#### *Listening Paper (50:2=25 points)*

**Part 1** (Total 14 points, 2 points for each item)

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

**Part 2** (Total 26 points, 2 points for each item)

Pastaba:

Atvirieji atsakymai vertinami diferencijuotai:

2 taškai skiriami už visiškai teisingą atsakymą, pvz. 11 punktą – The Doors

1 taškas skiriamas už iš dalies teisingą atsakymą, pvz. 11 punktą – *The Door*

0 taškų skiriama už neteisingą atsakymą, pvz. 11 punktą – *The Do*

1. immigrants
2. debate
3. cosmopolitan
4. generation
5. family
6. museums
7. 10 European
8. future
9. daily
10. suburbs
11. The Doors
12. aspects
13. emotions

**Part 3** (Total 10 points, 2 points for each item)

1	2	3	4	5
E	B	F	D	A

#### *Reading Paper (25 points)*

**Part 1** (6 points, 1 point per item).

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

**Part 2** (Total 13 points, 1 point per item in questions 1-5 and 2 points per item in questions 6-9)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>C</b>	<b>E</b>	<b>F</b>	<b>B</b>	<b>A</b>

Pastaba:

6–9 punktų atsakymai vertinami diferencijuotai:

2 taškai skiriami už visiškai teisingą atsakymą, pvz., 8 punktas – *rarer*

1 taškas skiriamas už iš dalies teisingą atsakymą, pvz., 8 punktas – *rare*

0 taškų skiriama už neteisingą atsakymą, pvz., 8 punktas – *rear*

6. up-to-date
7. uninhabitable
8. rarer
9. diminishing

**Part 3** (6 points, 1 point per item).

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>C</b>	<b>A</b>	<b>B</b>	<b>E</b>	<b>F</b>	<b>D</b>

**Use of English Paper** (40:2=20 points)

Pastaba: atsakymai su rašybos klaida vertinami 0 taškų.

**Part 1** (Total 15 points, 1 point for each item)

1. on
2. which
3. in
4. to
5. where
6. at
7. but
8. who
9. by
10. in
11. the
12. to
13. on
14. for
15. than

**Part 2** (Total 10 points, 1 point per item)

1. predictable
2. believe
3. definitely
4. numerous
5. assistance
6. mostly
7. homeless
8. disappear
9. responsibility
10. negotiations

**Part 3** (Total 15 points, 1 point per item)

1. was considering
2. learning / having learnt / having learned
3. lose / would lose / could (might) lose
4. began
5. (had) assured
6. were accompanied
7. manage
8. had been arranged / was arranged
9. placing
10. to travel
11. leading
12. go
13. smile
14. doing
15. have come

**Writing Paper** (30 points)

**Letter Assessment Scale** (14 points)

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
<b>Content</b>	<b>3</b>	<b>All content points included. Communicative purpose(s) fully achieved.</b>
	2	All major content points included with minor omissions and/or some irrelevant content. Communicative purpose(s) partly achieved.
	1	A few content points included with major omissions and/or some irrelevant content. Communicative purpose(s) hardly achieved.
	0*	Little or no content relevance. Communicative purpose(s) not achieved.
<b>Organisation and Layout</b>	<b>3</b>	<b>Ideas effectively organized, parts of text (clauses, sentences) linked appropriately with suitable linking devices. Appropriate layout.</b>
	2	Minor problems with organization of ideas and linking. Linking devices sometimes used inappropriately. Minor problems with layout.
	1	Major problems with organization of ideas and linking. Linking devices often used inappropriately. Major problems with layout.
	0	Inappropriate organization and linking. Lack or absence of linking devices. Major problems with layout.
<b>Language Use</b>	<b><i>Appropriacy of Vocabulary and Grammatical Structures</i></b>	
	<b>4</b>	<b>All vocabulary and grammatical structures used appropriately to the sociolinguistic situation (context, purpose, addressee). Register consistently appropriate (neutral or semi-formal). Politeness conventions observed.</b>
	3	Vocabulary and grammatical structures used mostly appropriately to the sociolinguistic situation. Register on the whole appropriate. Minor problems with politeness.
	2	Vocabulary and grammatical structures often used inappropriately to the sociolinguistic situation. Inconsistent attempts at appropriate register. Problems with politeness.
	1	Vocabulary and grammatical structures used mostly inappropriately to the sociolinguistic situation. Major problems with register and politeness.
	0	Vocabulary and grammatical structures used inappropriately to the sociolinguistic situation. Little or no awareness of register. Little or no sense of politeness.
	<b><i>Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)</i></b>	
	<b>4</b>	<b>Excellent handling of vocabulary and grammatical structures, no errors or a couple of (1-2) minor errors**, meaning never obscured.</b>
	3	Good handling of vocabulary and grammatical structures, a few minor (3-5) errors** mostly in complex structures, meaning never obscured.

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
	2	Average handling of vocabulary and grammatical structures, a few (6-8) errors** mostly in complex structures, meaning never obscured.
	1	Poor handling of vocabulary and grammatical structures, frequent (9-11) errors** both in complex (if used) and simple structures, meaning may be obscured.
	0	Inadequate handling of vocabulary and grammatical structures, numerous (12 or more) errors** even in simple structures, meaning may be obscured.
<b>Total score</b>	<b>14</b>	

\* If the content is irrelevant and is scored 0, the whole answer is scored 0.

\*\* All instances of the same TYPE of error are considered as ONE error. Both British and American spelling norms are acceptable.

**Pastabos dėl laiško vertinimo:**

1. Jei laiško parašyta ne daugiau kaip 55 žodžiai, užduotis nevertinama.
2. Jei parašyta 56–99 žodžiai, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.
3. Jei parašyta 100–140 žodžių, vertinimas nemažinamas.
4. Jei parašyta 141 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

**Composition Assessment Scale (16 points)**

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
<b>Content/Task fulfilment</b>	4	<b>Excellent treatment of the topic, good variety of ideas, accurate detail / examples, good coherence / unity of ideas, all content relevant to the topic.</b>
	3	Good treatment of the topic, some variety of ideas, reasonably accurate detail / examples, adequate coherence / unity of ideas, most content relevant to the topic.
	2	Average treatment of the topic, little variety of ideas, restricted use of detail / examples, lack of coherence / unity of ideas, some irrelevant content.
	1	Treatment of the topic is hardly adequate, very few ideas, poor or no use of detail / examples, largely incoherent / no unity of ideas, little content relevance.
	0	Treatment of the topic is inadequate, too few ideas, very poor or no use of detail / examples, incoherent / no unity of ideas, little content relevance, or content irrelevant*.
<b>Organisation and Layout</b>	4	<b>Fluent expression, main ideas clearly stated and supported, effective organization and paragraphing, logically sequenced, a variety of linking devices used appropriately. Full command of layout.</b>
	3	Adequate expression, main ideas clearly stated and supported, evident attempt at organisation and paragraphing, logically sequenced, simple linking devices used appropriately. Minor problems with layout.
	2	Uneven expression, but main ideas stand out, problems with organisation or paragraphing, logical sequence difficult to follow, simple linking devices used mainly appropriately. Problems with layout.
	1	Very uneven expression, ideas difficult to follow, little sense of organization or paragraphing, very little sense of logical sequencing, linking devices not used or used inappropriately. Major problems with layout.
	0	Inadequate expression, ideas very difficult to follow, no sense of organization or paragraphing, no sense of logical sequence, linking devices not used or used inappropriately. Major problems with layout.
<b>Language Use</b>	<b>Range and Appropriacy of Vocabulary and Grammatical Structures</b>	
	4	<b>Very good range of vocabulary. Grammatical structures used effectively. Register always appropriate to audience (neutral or semi-formal).</b>
	3	Good range of vocabulary and grammatical structures. Register appropriate to audience (neutral or semi-formal).
	2	Adequate range of vocabulary and grammatical structures, used mostly effectively. Register on the whole appropriate.
	1	Limited range of vocabulary and grammatical structures, sometimes used inadequately. Register often inappropriate.
	0	Very narrow range of vocabulary and grammatical structures, very often used inadequately. Little or no awareness of register.

<i>Accuracy of Vocabulary and Grammatical Structures (Spelling Included)</i>		
	<b>4</b>	<b>Very good control of both complex and simple vocabulary and grammatical structures, a couple of (1–4) minor errors**, meaning never obscured.</b>
	<b>3</b>	Good control of both complex and simple vocabulary and grammatical structures, a few (5–8) errors**, mainly in complex structures, meaning never obscured.
	<b>2</b>	Adequate handling of simple, but problems with complex (if used) vocabulary and grammatical structures, frequent (9–12) errors**, meaning may be obscured.
	<b>1</b>	Problems with both complex (if used) and simple vocabulary and grammatical structures, frequent (13–15) errors**, meaning may be obscured.
	<b>0</b>	Major problems with both complex (if used) and simple vocabulary and grammatical structures, a large number of errors** (16 and more), meaning may be obscured.
<b>Total score</b>	<b>16</b>	

\* If the content is irrelevant and is scored 0, the whole composition is scored 0.

\*\* All instances of the same TYPE of error are considered as ONE error. Both British and American spelling norms are acceptable.

**Pastabos dėl rašinio vertinimo:**

1. Jei rašinio parašyta mažiau nei 75 žodžiai, užduotis nevertinama.
2. Jei parašyta 75–139 žodžiai, teksto organizavimo vertinimas mažinamas 1 tašku.
3. Jei parašyta 181 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

## **TAPESCRIPTS**

### **Part 1**

There are people known for their style – but how do they dress their children? We find out.

A famous English television presenter, singer and actress

0. Do you dress your child in your style? You are quite coordinated today.

She has quite strong feelings about what she wants to wear and we have to compromise. I'm happy for her to experiment with clothes at home, because I think it's a really important part of expressing yourself.

1. What are you keeping for your daughter from your wardrobe?

I'm going to give her my Chanel bag, but I do hope I can give her something more useful than a handbag, too.

A fashion model with her two sons

2. Would you ever spend a lot of money on children's clothes?

I think you have to spend more on shoes because their feet grow so fast. Kickers are great, as are Startrite, except they have hook fastenings. Kids don't know how to tie their laces any more.

An interior designer and her daughter

3. Have you kept any of your daughter's clothes?

Yes. I have three Victorian dresses that were passed down from my grandmother to me – Jenna wore them and now I've had them framed. I've kept other things packed away in tissue, including her first shoes – embroidered Turkish slippers – that a friend gave me while I was still in hospital.

A fashionable stylist and her daughter

4. You must have so many clothes – are you keeping loads for her?

Yes, absolutely. I've stored lots of things for myself, but at the back of my mind is the fact that they'll be there for her, too. I hope she'll like them enough to keep for her children.

### A man stylist and his son

5. Do you get sentimental about his clothes?

Definitely. There are certain pyjamas that he's slept in as a baby – like a pair with a 70s print that my mum got him in New York - I just don't think I could throw away.

### A top interior designer and two teenage daughters

6. Are their choices different from how you would have them dress?

Sometimes, yes, but I've relaxed now. When you're younger, you want them to be a reflection of you – in a way, you are sending subtle signs via their clothes, rather like the kind of handbag you have.

7. Do the girls borrow from your wardrobe?

Yes – mostly for fancy dress days at school. Tara gets black skirts off me for choir practice. Maddy has suddenly shot up and can wear my shoes. At the moment I'd say our tastes are not the same. I want them to have minds of their own.

## Part 2

The aim of the project 'Born in Europe' is to examine what it means to be born in Europe. Through many different activities (conferences, exhibits, seminars, videos, etc.), the project deals with the issues of birth and migration in Europe, especially with regard to the children of immigrants. The project examines their belonging to Europe and discusses their cultural identity, thus opening the debate to include the issue of integration, mutual understanding and acceptance of everyone in Europe. The new face of Europe is determined by the different member states which are becoming more and more cosmopolitan, particularly in major cities. We are currently witnessing a new generation of young people who are redefining their cultural identity in a changing Europe. Many children of migrants were born in Europe, went to school in Europe and would like to work and create a family in Europe.

How is the process of finding one's own identity affected by the experiences of different nationalities and the ethnic, religious and cultural influences? The project 'Born in Europe' was developed in this context, by five European museums. The project proposes an exhibit, with photographs and videos by twelve artists from ten European countries. These elements were chosen to reflect the hopes, desires and worries of people who live in Europe and see it as part of their future.

The portraits of 25 migrant families with their newborn babies in Berlin, Gothenburg, Lisbon, Copenhagen and Aarhus are presented in this exhibition. The photographers who participated documented the daily life of these young families from twenty different countries with the curators of the museums involved in the project. In addition to these portraits, a number of videos deal with the problem of the integration of families in the suburbs of big cities. Furthermore, a series of photographs entitled 'The Doors of Europe' by a Spanish photographer show the rough reality of refugees trying to enter the fortress of Europe.

A publication entitled 'Born in Europe' also presents portraits of immigrant families. This 186-page book is published in German, English, Portuguese, Danish and Swedish.

The aim of this exhibition is to provide an idea of what Europe means to people with a different cultural heritage. It attempts to encourage visitors to explore these new aspects of our cultural diversity as well as to underline the emotions of these people who live in Europe.

### Part 3

#### Description 1

His power stations built in Spain have a distinctly science fiction feel. Here the concentrated solar energy is used to convert water into super-heated steam, which in turn powers a turbine, producing electricity. Solúcar's Director, is no stranger to the cutting edge engineering. His work involves a research project on solar energy collectors and tower projects. The demonstration plant, built near Seville, is the first power station of this design to be operated on a commercial basis anywhere in the world. A second, larger plant is being constructed. Together the two plants will provide electricity for almost 18,000 homes.

#### Description 2

The energy spokesman for the Greens has made his presence felt by his views, in particular by connecting the environmental aspects of energy to other sectors. On energy security he has insisted on the need to see where greater efficiency promises a more effective solution. He tracked the evolution of the energy sector, for instance, the role that wind power plays in the European network. 'I am not just talking about wind energy here,' he explained, 'but also about warmer climate and warmer rivers.'

#### Description 3

An Austrian MEP with a business background, managed to negotiate smaller charges for mobile calls, beginning this autumn. At the same time he pressed through his colleagues' demand for a system which automatically brought mobile users into the new tariff.

The timing did not quite work out, though, and there was enough room for a determined phone company to get another summer of roaming charges out of its holidaying customers. However, there are millions of European customers waiting for the protective tariff, said the politician. 'The company offering it first will be a big winner.'

#### Description 4

When he was given a European Hero award by Time magazine in 2005, he said that there was one issue he could not achieve by journalism: the extension of the Via Baltica. The plan to upgrade this route between Warsaw and Tallinn to a motorway meant building new roads through areas of natural beauty protected by EU law. The Augustow bypass, would drive 17 kilometres of motorway through the Rospuda valley, one of the best surviving examples of primeval forest in Central Europe. Barely ten square kilometres in area, it is home to some of Europe's last wild boar and the endangered Eurasian lynx, as well as providing breeding grounds for rare eagles.

#### Description 5

Her works on women's political participation, written in the late 1970s while she was at Istanbul University, were the first serious discussions in Turkish political life. Later she fought to change the laws that made Turkish women subordinate to their husbands and discriminated against them in the workplace and was among the founders of the Women's Library and Information Centre in Istanbul.

'I wonder if the real difficulty that we face in Turkey,' she wrote last year, 'is related to the strength of a very old culture specific to the Mediterranean region, which seems to find it difficult to cope with modernity.'